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After Sixteen Years

[EDITORIAL]

Sixteen years ago the first conference on junior colleges met in the city of St. Louis. The meeting was called by Dr. George F. Zook, then specialist in higher education in the United States Bureau of Education. The purpose of the conference was to provide for "a full and frank discussion of their mutual interests and problems." In his introductory remarks Dr. Zook said, among other things, "... it is becoming increasingly apparent that universities and colleges alike are beginning to regard the junior college as an institution of great possible usefulness in the field of higher education."

At the time of this initial conference there were probably 175 institutions in the whole country that might be designated as junior colleges. Their programs were diverse. There were many types of administrative organizations. Their status was in many cases uncertain. In many quarters the junior college had never been heard of. It was looked upon by some as a sort of last stand for the weak four-year college before passing completely off the scene. It was dubbed a "glorified high school."

Only 34 individuals were reported in attendance at the first conference. In the group were representatives of 22 junior colleges in 13 states

and the District of Columbia. Of the 22 junior colleges represented at the conference six have been closed and two have been expanded to four-year institutions.

The past sixteen years have seen many significant changes. The growth in the number of institutions has been phenomenal. In 1936 there are approximately 520 junior colleges, an increase of 200 per cent during the sixteen-year period. Comparatively few junior colleges have been discontinued, only slightly more than 10 per cent of those that have been established. A large majority of those that have closed were institutions that had previously operated as small four-year colleges under private or church control. Fewer than 10 per cent of the junior colleges established have been reorganized on a four-year basis.

During these sixteen years the junior college gained recognition among the various accrediting agencies. In 1920 only one regional body, the North Central Association of Colleges and Secondary Schools, had adopted standards for junior colleges. Great difficulty was experienced by junior colleges in transferring their graduates to higher institutions. In 1936 all the regional associations have published and

have provided means of administering standards for junior colleges. The records of junior college transfer students have been such that a large majority of the higher institutions throughout the country accept junior college graduates on the basis of their transcripts.

Due to numerous influences the junior colleges of 1920 confined their work largely to the traditional freshman and sophomore courses found in the four-year colleges. Their work was almost wholly preparatory. Despite the fact that other important functions had been clearly stated for the junior college, these functions were not reflected in the curriculum. Vocational curricula and general curricula were rarely offered. So much emphasis was being put upon quantitative standards for accreditation at that time that few junior colleges dared to offer courses that differed from the traditional practice.

During recent years there has been some trend toward a broader curriculum. One is compelled to say, however, that the curriculum has not developed in proportion to the number of institutions. This may be due in part to the increasing number of various types of educational services required by young people of junior college age. In recent years numerous other agencies have been called upon to render services which the junior college might reasonably be expected to provide. The studies of the American Youth Commission will, no doubt, reveal many other problems that have direct implications for the junior college curriculum that are not now apparent. It seems to this writer that the challenge is clear to junior colleges to re-canvass their

own possibilities as revealed in the needs of young people in their service area and to revise their own curriculums in terms of what they discover. If the next sixteen years are to be as significant for the junior college movement as the sixteen years since the first junior college conference, this is imperative.

DOAK S. CAMPBELL

The high school has sometimes been called "the people's college," but the development of the junior college and the greatly increased numbers of students in colleges and universities are yearly making the title less appropriate. Education on the junior college level is today as common as high-school education was two generations ago and more common than were the elementary schools when they first received their title "the common schools." It is therefore reasonable to expect that junior colleges are reaching and will continue to reach large numbers of our citizens who, because of their better educational opportunities, may be expected to assume the roles of leaders in their communities. — E. S. Evenden, in *School and Society*.

Perhaps civilization is younger than we think, or it may be that vitamins, growth hormones, and especially California sunshine are more potent than science suspects. In any event the junior college has proved more precocious than even the high school or the university, and its rapid approach to maturity has made essential a rearrangement and redistribution of tasks.—President R. G. Sproul, University of California.

The Community Junior College Program

BYRON S. HOLLINSHEAD*

In a recent paper on the community junior college, published in the *New York Herald Tribune*,¹ the writer arrived at several conclusions which might very well serve as an introduction for this paper.

These conclusions were, roughly: that the junior college should be a community college, meeting community needs; that it should serve to promote a greater social and civic intelligence in the community; that it should provide opportunities for increased adult education; that it should provide educational, recreational, and vocational opportunities for young people; that the cultural facilities of the institution should be placed at the disposal of the community; and that the work of the community college should be closely integrated with the work of the high school and the work of other community institutions.

These conclusions follow the logic of general junior college development and have been repeated in different forms from time to time by many leaders in education. Probably we are all agreed that the principles just outlined should be followed. Immediately, however, the question resolves itself into the very practical problem of—how? The following material concerns itself, therefore, with the program which Scranton-Keystone Junior College

has adopted in an endeavor to serve its community.

While it is comparatively easy to say that an institution should "meet community needs," there are immense difficulties involved both in discovering what these needs are and in arranging to meet them after the discovery has been made. To aid us in our program of integrating our work with that of the community, we have appointed various community committees. These committees are drawn from six different classifications: educators, business men, ministers and social workers, engineers, lawyers, and doctors, dentists, and health workers. As will be seen from the chart below, each group has certain special functions and certain functions in common with the other groups. It should be made clear, at the outset, that these advisory committees are more immediately concerned with our terminal students than with our students who may be preparing to continue their work in a university.

The educational committee, which is made up of county superintendents and selected high-school principals, concerns itself with the work we give in pre-education, with our instructional standards, and with our general educational problems. The committee of business men concerns itself with our commerce and finance course and with the terminal course which we have in business known as the "general business course." The committee of ministers and social workers concerns itself with adult education,

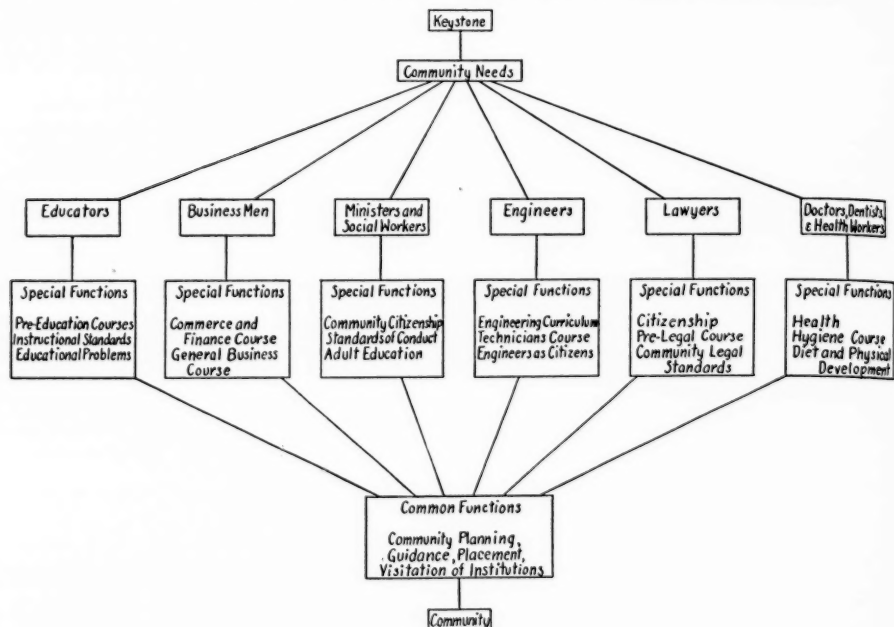
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¹ Byron S. Hollinshead: "The Community Junior College," *New York Herald Tribune* (Educational Section), December 22, 1935.

community citizenship, and standards of conduct. The committee of engineers concerns itself with our engineering course, our terminal technicians' course, and the training of our engineers for citizenship. The committee of lawyers concerns itself with citizenship, our prelegal

cern themselves with general community planning.

In the organization of the committees, the chairmen of the different groups constitute an executive planning committee. We had a meeting of the entire group once during the winter and there were



Organization of Community Advisory Committees of Scranton-Keystone Junior College, La Plume, Pennsylvania

course, and community legal standards. The committee of doctors, dentists, and health workers concerns itself with community and school health, our hygiene course, our medical secretarial course, and the diet and physical development of our students.

These committees have several common functions. They act as vocational guidance groups for our students; they aid us in the placement of our students; they arrange for the visitation by our students of other institutions; and they con-

duct various meetings of the separate groups at the call of the chairmen. A two-day conference for all the committees was arranged last summer at the college. Each member of each committee is regularly informed of the work of the school and keeps the school informed of community developments.

The work of the various committees is expected to affect us in several different ways. Our close contact with the high schools through the educators' committee ought to result in minimizing the

emotional and mental transitional difficulties which face the high-school graduate when he first matriculates at a college. We have made a start in this direction by familiarizing the high-school student with the work we offer; by planned visitations of our school by high-school students; and by a testing program which reaches out through the high schools of the community.

Our committee of business men can do excellent work in vocational guidance. As soon as a student registers with us, he is assigned not only to a faculty adviser in whose field his major interest lies, but also to some local business man who is already engaged in a field of endeavor which the student may later wish to follow. This business man is in a position to give the student the finest kind of vocational advice concerning the qualifications the student should possess and develop in order to qualify for work in a particular business field. In all businesses there are rush seasons when the industry is anxious to employ a number of temporary workers. We expect this fact to be very useful to us in organizing our placement program. A student employed by a given business during its rush season will acquire experience in that particular field, and he may prove his worth to the employer to such a degree that he may be given permanent employment when he graduates from Keystone. Our business men's committee may also be useful in arranging for our students to visit various plants and industries near the school. Such visitations have a high educational value.

The committee of ministers and

social workers serves as a general guidance committee to all students to inculcate social and civic intelligence. At the same time, it serves as a specific guidance committee for those students looking to social work or the ministry for a career.

The committee of engineers serves in about the same general relationship as the committee of business men in helping us to place our terminal graduates in engineering positions and in arranging for the visitation of engineering projects.

We are expecting to use our lawyers' committee as a means of placing our students and graduates in community training positions. Association with the members of this committee will give students some idea of the complexity of modern government and the necessity of being community-minded.

Our committee of doctors, dentists, and health workers aids us materially in placing the graduates of our secretarial course and in giving our students some conception of the importance of personal hygiene and community sanitation. This committee will also be very valuable in aiding us to develop general social intelligence.

From this brief delineation of the work of these committees, the impression might be given that we had previously done very little to accomplish any of the objectives set up for the committees. Such is not the case. We already have done all that any normally constituted school does in these fields. The committees are designed to aid us in further integrating our work with that of the community.

Aside from the work of these committees, we organized last year a lecture bureau to foster the purposes

of adult education. Each member of our faculty is on the staff of the lecture bureau and turned in, at the beginning of the school year, a synopsis of five or six lectures which he felt competent to give in the community. We make no charge for this lecture bureau service. Up to March 1, our faculty members had given approximately two hundred free lectures to adult groups on questions of general interest.

In addition to our outside lecture bureau service, we have organized the local high-school teachers into various groups such as English and foreign languages, mathematics and science, and social studies. These high-school teacher-groups meet at the school about six times during the course of an academic year for a general discussion of the work in their fields and the problems which are indigenous to the Scranton area. We believe that these teacher organizations will serve the community in various ways: they will aid in integrating the work of the secondary schools with that of the community college; they will raise general scholastic standards; they will develop a professional spirit among the members of the organization; and they will further recognition that their work as teachers of a specific secondary school subject is an integral part of a community plan.

In planning the program for the teachers, we are aware that the administrators of the various secondary schools should also be familiar with the functions of the local college. Therefore, we have arranged during the past year four faculty meetings at which the functions of the community college have been discussed. Papers were pre-

sented on the terminal function, the guidance function, the popularizing function, and the preparatory function of the community college. These meetings have served not only to educate our own faculty in the work we are doing but also to educate the superintendents and principals of the high schools of the community about the program of the community college.

The parents of our students constitute another group which we touch very intimately. We invite them to visit our classes and laboratories; we hold open-house days and receptions for them; and we keep in touch at all times with the parents of each student through his faculty adviser. Working closely with parents occasionally involves us in some difficulties, but in general it is very wholesome for the student and his scholastic work and is also advantageous to the school.

A long time ago, Mark Pattison said, referring to the fact that the varying elements in our society develop at differing rates of speed: "While the advances made by objective science and its industrial applications are palpable and undeniable all around us, it is a matter of doubt and dispute if our social and moral advance toward happiness and virtue has been great or any."

In this major "cultural lag," so-called, there are a number of minor lags of which the difference in ideology between parents and offspring is an important example. Any widening of the base of education which takes parents within its sphere of influence is, therefore, of great advantage. We are trying to take up this lag both by our program of adult education and by the close contacts we maintain with the

home. Moreover, in educating students who return to their homes daily, we frequently educate parents. For example, last year we had a very capable student who was taking courses with us in history and political science. His father is a member of the Scranton City Council. This student would discuss the material of his classes with his father in the evening; then debate his father's ideas with our instructor the next day in classes. This was a real educational benefit to the student, his father, and the instructor. This year that student is attending a university at a distance. I suspect he returns after classes to his fraternity house where any discussion of class material is probably tabooed. The boy's father tells me that he misses the stimulation inherent in the intellectual contacts he formerly had with us. A community college serves the purpose, then, not only of educating the student, but also, at least partially, of educating the parents.

A part of our difficulty in higher education is probably caused by our own attitude. This attitude goes back to the days of the medieval monasteries when learning was regarded as property to be possessed by a small group who had no interest in placing the advantages of learning at the disposal of the general public. It is still the fashion in some colleges and universities to sneer at attempts to familiarize the general populace with the work of the universities despite the recognition that we must bridge the gap between scientific knowledge and popular prejudice. We cannot bridge the gap by formalizing education behind high walls. The fact that we have five states in our

union which prohibit the teaching of biology in a scientific fashion and twenty-six states which require teachers to subscribe to loyalty oaths emphasizes the need for higher education to make itself not only intelligible but useful to the general population. We have only to look at what has happened to higher education in Germany and Italy to see what may happen to our colleges and universities if the general public becomes unsympathetic with their aims and purposes. When, therefore, we consider the famous dictum of Thomas Jefferson that democracy will be safe only so long as there is widespread opportunity for education, we who are in higher education might well consider the reverse of Jefferson's statement, which would be something like this: Education is safe in a democracy only as long as it is democratized.

While we know of no college which has a program identical with ours, we have been somewhat influenced by the announced objective of the General College in the University of Minnesota to educate "consumers of culture" rather than "producers of culture." Probably not more than 15 per cent of the students of the average four-year college really have the capacity to become, in any sense, "producers of culture." Yet, they are given a training by stepping-stone courses as if they were to become "experts" in some particular field. It is as if, to quote Canby: "St. Paul had spent his energies upon raising theologians and let the gentiles go hang."²

² Henry Seidel Canby, *Alma Mater, the Gothic Age of the American College* (New York, Farrar and Rinehart, 1936), page 89.

In our work we recognize that one-third of our students will drop out for one reason or another before the end of the junior college course. Not more than half of those who graduate will go on to a university. This means that two-thirds of our students will terminate their work in the community college. Courses which they are given must be terminal in nature or end in themselves. To accomplish this, we offer terminal courses for those students who are sure they can go no further than the junior college. All of our other courses, with the exception of courses in the pure sciences, where we follow the traditional steppingstone method, are given with a dual purpose in mind—that is, our instructors give both the material necessary as a prerequisite to Professor X's course at the university and material of immediate usefulness. The instructor in psychology, for example, gives not only the traditional material of a first course in psychology, but he also gives the student some idea of why we behave as we do and some skill in the utilization of this information.

In closing, it probably is unnecessary to point out that the successful carrying out of the type of program described above depends altogether on a first-class faculty. We have drawn up a set of criteria for the guidance of our faculty and for our own guidance in selecting our personnel. These criteria are quite different from the criteria by which a faculty member would be judged either in a high school or in a university. A full discussion of the method we use is contained in an earlier issue of the *Journal*.³

In referring to the community college, the Carnegie Foundation re-

port for 1935 said: "It would be difficult to cite an institutional development that has been more clearly or soundly indicated by the logic of our educational growth." The community college can carry out the program outlined at the beginning of this paper much better than a college organized on the traditional plan. The community college is closer to its constituency; it is more sensitive to the life needs of the students; it is less encumbered by an overgrowth of departmentalization and by the vested interests which have grown up around traditional courses; and it can, therefore, make effective adjustments to changing needs.

Our objectives for students might be summed up under four heads: First, we try to give students a training in the social sciences which will breed social consciousness and a sense of social responsibility. The result of such training should be to make "good citizens," not only in the narrow political sense, but in manners, attitudes, habits, and general co-operativeness. Second, we try to give students a knowledge of the great in art and literature which will benefit them both vocationally and avocationally. Third, we try to give them a sufficient knowledge of the findings of science to inform them of the probable directions in which we shall be forced to move economically, politically, and socially because of improving technological methods. Fourth, we try to provide students with sufficient vocational knowledge and information to allow them to re-enter the community and earn an honorable living.

³ Byron S. Hollinshead, "Evaluating the Junior College Teacher," *Junior College Journal* (March 1936), VI, 294-96.

Extending the Range of Culture

WILLIAM S. BERNARD*

The junior college stands today at the crossroads. Either it will march ahead secure in its own right as a distinctive and necessary part of our educational system, or it will turn aside and follow the path of the weak sister, serving solely as a complement to the traditional four-year college. In the former case its program will be of its own choosing; its courses, broad in scope, will meet the needs of the terminal student, and at the same time will be accepted without question by the accrediting agencies of those senior colleges which the transfer student desires to enter. In the latter case its program will continue, particularly in the East, to ape that of the four-year institution, gaining the favor of the lords of credit, facilitating the progress of the transfer student, but selling the birthright of the terminal student.

To take the first path, the line of most resistance, means change. But believing firmly that the educational destiny of the junior college lies in that direction, the faculty and administration at Centenary Junior College have undertaken an experiment and are planning to continue it, with necessary modifications, as time goes on.

FACING THE CREDIT FETISH

Many factors oppose the immediate arrival at a state of educational

independence and prevent the development of a greater cultural breadth. Three in particular stand out as basic maladjustments.

The first is the credit fetish so sedulously worshipped by the skeptical authorities of the senior colleges. Its existence carries with it a pernicious effect upon junior college curricula. Terminal students, forced in the main to take courses rigidly patterned after those of the four-year institutions, are graduated with some knowledge along a few concentrated lines, but lacking any information at all on many others.

For example, they may have taken ten or twelve courses in English, French, history, music, and home economics in their two years. But they have had nothing in the fields of art, social science, biology, or the physical sciences. The transfer students also have suffered, since they have gone on to other colleges after having specialized in order to obtain transfer credits, and then, in their work toward the Bachelor's degree, in all likelihood have specialized again.

If the junior college revolts against the credit fetish and introduces broad survey courses, the result, in the conservative East at any rate, is loss of prestige and privileges with the senior colleges. Transfer students no longer receive their due credit. Deans of admission state that lacking Bulgarian 36 and Zoölogy 27 the applicants for advanced standing must take special examinations—no credit being

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given for a course in Contemporary Civilization. The liberally inclined junior college is thus on the well-known horns of an educational dilemma.

DEPARTMENTAL DEMARCATION

The second major factor obstructing a wider cultural spread in junior college curricula is the prevailing departmental demarcation. History is too often placed in its special little box and divorced from economics. English concerns itself with the use of the comma or the state of Dr. Johnson's digestive apparatus, and blandly ignores the cultural setting of the classics. Drama looks down its Thespian nose at parvenu psychology.

The upshot of it all is that even the most brilliant scholar, upon being graduated, has formed no particular cultural synthesis. Among the ten or twelve courses taken during the junior college years no special connection has been seen. Integration, correlation, are woefully absent. The contributions of physics to astronomy, of sociology to history, of economics to politics, are not grasped.

Of course the teacher of Ornithology 44 or Dishwashing 52 is not doing his duty if he fails to impart the bare essentials of his subject to his students, and he may fail if he pauses too long upon the topic of relationship between subjects. Nevertheless, assuming that the senior college will provide adequate pabulum for the transfer student (and this is a large assumption), can the junior college send forth even its terminal students with their present lack of cultural integration and feel it has done its duty?

THE PREMIUM ON MEMORY

The third educational maladjustment is the premium on memory. In far too many institutions the professor still stands out in solitary and frigid grandeur, isolated from the devotees at his feet. To them he pours out his academic lore, and for them he assigns a ponderous tome or two as required reading. Then on the appointed day there is a test—a vast regurgitation of hastily assembled and undigested facts, committed painfully to memory the night before. The student lists ten reasons for the fall of Rome, repeats the moral codes of two great living religions, and pontificates upon the law of supply and demand. But does he think?

FORMULATING THE PROGRAM

With these problems in mind, at the last faculty meeting of the year 1934-35 at Centenary Junior College a committee was formed for the purpose of analyzing them and formulating a program that would attempt at least to obviate them. Throughout the fall and winter of the next academic year an examination of both the existing curriculum and possible procedures was carried on, and at the end of the first semester a report was made by the chairman to the faculty.

In it the situation at Centenary was surveyed, the comprehensive examination was investigated, and the possibility of extending the cultural range of the student was explored. From the discussion that followed it was clear that compromises would have to be made. Our objectives had to be tempered with realism.

Leaving Utopias to those educa-

tional sprites who flit through more rarefied and more radical atmospheres, and avoiding the cemeteries of the more sclerotic conservatives, we decided to pursue a middle path. We had to retain the good graces of the accrediting senior or four-year colleges; at the same time we were determined to depart from the musty and maladjusted academic formula of complacency with things as they are.

As to the actual steps to be taken there was some difference of opinion, the "liberals" on the faculty wishing to make sweeping changes, and the "conservatives" desiring to cling to the ways of their forefathers. With the moderating influence of the administration, however, and after free and copious discussion, a balance was achieved, and a "Comprehensive Program" for Centenary was agreed upon.

THE COMPREHENSIVE PROGRAM

There were six features in the original program inaugurated in the spring term of 1936:

1. Every other week all regular classes were omitted and no homework was assigned. In their stead six "seminars" (so styled, but not imitating graduate school seminars, as will appear) were held, lasting for an hour and a half each. Three were given at 8:45 and three at 10:30. All students were required to attend one seminar at each hour, but the choice of which ones to attend was wholly optional. In the seminar an instructor presided, lecturing and discussing informally for one hour, and answering questions and promoting debate in the remaining half hour. The subject matter covered not only the major fields of learning offered in the regu-

lar courses, but also subjects not currently included in the curriculum, such as bacteriology and astronomy, for example. To aid in choosing, lists were posted reminding the students what subjects they had not taken in course, and registration blanks were provided for the seminars they desired to attend.

2. The topics chosen for lecture and discussion in the seminars were posted several days in advance, along with references and suggested bibliography. In addition the students were supplied during the seminars with full outlines of the topics covered.

3. Each faculty member was designated as a "consultant" and assigned to a group of students. The consultant's duty was to help the students integrate the material of the seminars, aid in relating it to their regular work, answer questions, and be of general assistance in the program. The librarian worked in co-operation with the consultant groups, providing necessary bibliographic references and material.

4. Once a week an informal evening meeting was held to which all students and faculty members were invited. Attendance was not obligatory. A closer social relationship between faculty and students was encouraged and a free exchange of ideas on topics of the day, the work of the seminars, and cultural matters in general was promoted.

5. The president of the College was enlisted to give occasional talks on current events during the daily chapel periods. This supplemented the regular practice of obtaining outside speakers once or twice a month.

6. Following the close of the

seminars early in May a comprehensive examination was given on the ground covered in them. The examination was compulsory and the results affected the scholastic standing of the students. Failure did not prevent promotion or graduation, however, during this trial period of the program. The students from each class obtaining the highest ranking in the examination were awarded prizes at commencement.

THE PROGRAM IN OPERATION

The foregoing program was put into operation on March 9 when the first group of seminars was held. The schedule for the various dates included:

March 9, first period: English Literature, Psychology, Sociology; second period: Drama, Religion, Modern Literature

March 24, first period: English Literature, Home Economics, Biology; second period: Philology, Music, Art

April 15, first period: History, Classical Literature, Physics; second period: Chemistry, French Literature, Geology

April 30, first period: English Literature, Economics, Astronomy; second period: Bacteriology, Art, Music

The program was enthusiastically received by the students who evinced a genuine interest and appreciation. The faculty had not been sure of such a reception, feeling that the students might easily regard it as another burden. On the contrary, however, there was not one voluntary student absence from any seminar, and their main criticism was the short duration of the program.

The obvious flaw in the system during the trial period was, of course, the superficial nature of the seminars. Giving one period to the drama, for example, was faintly

reminiscent of the advertisements entitled "How to Dance in Ten Easy Lessons." To overcome this the faculty agreed in advance not to attempt to cover a whole field in one seminar but rather to select some few important topics from their field and treat them alone. Despite this, however, occasionally the didactic temperament conquered and more material was injected into a seminar than could adequately be dealt with.

The posting of topics, reference lists, and bibliographies met with varying success. Used as a guide in the choice of seminars ahead of time, they did not increase appreciably the normal use of the library. This result flowed very possibly from the little extra leisure possessed by students when spring, athletics, and outdoor life overtook them; for the students were diligent in exchanging seminar notes, pooling information, and discussing topics among themselves.

In the brief operation of the program some features had not enough time for concrete development. Such was the case with the consultants. The students, both busy and diffident—for they had been deliberately assigned to teachers unfamiliar to them—hesitated to avail themselves of this opportunity. And the consultants themselves admitted that they did not take the initiative often enough.

The informal evening meetings planned for once a week were not successful. Attendance dwindled away to nothing. The main reason for this failure seems to have been that the meetings were not informal enough and that both faculty and students had more pressing demands upon their time. Informality

is a difficult atmosphere to create consciously, and it may be that a social clubhouse open to both faculty and students every evening would provide a better solution.

Meeting with better success the current events talks were wholly appreciated, and served to link up the more academic topics of the seminars with the world at large.

THE COMPREHENSIVE EXAMINATION

The last item of the plan, and theoretically the most difficult to achieve, was the comprehensive examination terminating and testing the work of the seminars. Strangely enough, this was accepted in good spirit by the student body which realized its purpose.

The examination was given in the middle of May in two sessions of two and one-half hours each. Following the schedule of the seminars each subject was allotted a corresponding time-portion of the examination and covered only those topics discussed in them. In addition, one section of the examination was given over to current events and one section to a choice of general essay questions tying up the various fields of knowledge. With the latter exception, all questions were of the short-answer type, as objective as possible, and calculated to be provocative of thought rather than of memory. For example:

(Sociology) Underscore the correct word or phrase:

The struggle for existence has been replaced in civilized life by (a struggle for a standard of living, class conflict, brotherly love).

The most expedient way to prevent over-population is (war, sterilization, economizing our natural resources, birth control, emigration).

(Modern Literature) True or false:

It Can't Happen Here, by Sinclair Lewis, demonstrates that a dictatorship could not exist in the United States.

It might be said that practically every twentieth century novel has a psychologic tinge regardless of the main theme of the story.

(Essay Question) Choose one topic:

Man is a parasite on the vegetable kingdom.

The rôle of the "Great Man" in history. Adjustment is the keynote of social life. Changes effected by research and invention during the past fifty years in (a) farm life, or (b) urban life, or (c) industry.

Although the student body spent relatively less time in preparation for the examination than had been anticipated, perhaps because failure did not prevent promotion or graduation, the results exceeded the expectations of the faculty. After such a brief trial period, and coming as a distinct innovation, the comprehensive was passed by a large majority. Using a mark of 50 as passing, 81.2 per cent of the students succeeded in getting through it.

The median lay between 50 and 59, with 47.1 per cent in that category. Below that, 2.3 per cent were under 40 and 16.5 per cent from 40 to 49. Above the median, 25.9 per cent were from 60 to 69 and 8.2 per cent achieved a mark of 70 and over.

MODIFICATIONS FOR NEXT YEAR

At the conclusion of the experimental period the faculty again assembled to discuss the results and to plan for the coming year. It was unanimously agreed that the program should be continued. Regarding the amount of time to be devoted to it, however, there was prolonged discussion. The question arose as to

how much of the regular teaching hours would be sacrificed, whether the sacrifice would be commensurate with the gain from the comprehensive program and whether the students could freely manage to give the seminars their full attention, slighting, perhaps, some of their interesting though extracurricular activities.

It was finally decided to continue the seminars, the element of choice being retained, every other week throughout the full year, alternating both the day of the week on which they would fall and the time of day. Thus the first week they would be held on Monday morning, the next week on Tuesday afternoon, and so on. No particular subject or class would then be penalized more than its fair share of the total time utilized. It was further agreed that the gain from the program as a whole would more than offset the omission of a few hours work from the regular classes, however important it might seem to finish conjugating that last verb. And correspondingly it was planned that any unfinished symphonies or dangling participles could and would be sung and tucked into their proper spheres by outside aid from the respective teachers as circumstances decreed.

During the current year the consultants are to play a larger and more determined part. The individual attention provided is indispensable to the successful functioning of the whole program, and assistance in preparing the student for the comprehensive examination will be adequately given.

Temporarily, however, the informal evening meetings of faculty and students have been dropped. It may be possible to revive them in

the future under more favorable conditions.

The current events talks are to be retained and, of course, the comprehensive examination. In the latter the passing grade has been set at 50 for the first-year students and at 60 for those of the second year, since they will have had the benefit of the program for two years when they come to the examination. Failure by a first-year student will entail a re-examination until a passing grade of 60 is obtained. Failure by a second-year student will detract from the total of 62 credits now necessary for graduation.

In this fashion the whole program has been tied more closely to the regular curriculum and it will therefore receive more profound consideration from the student body. It is hoped that one consequence will be an increased use of reference material in the library as a supplement to the seminars.

Records of the students' grades in the comprehensive examination will be kept that comparisons may be made to determine the rate of progress from the first year to the second, and the technique of the examination is to be maintained in its present form. The questions are to be short, objective, problem-raising, thought-provoking.

Modifications in this program will be made as their need arises. No hard and fast rule is to be laid down for perpetuity, but the willingness to adjust will be a permanent feature. Throughout the whole system there will continue the definite effort to produce an integration of subject-matter, to reveal the relationship inherent among the several disciplines, and to extend the range of culture in the Centenary curriculum.

The Academic Delinquent in Junior College

I. N. CARR*

The student who fails to pass his classwork becomes, from time to time, a most serious administrative problem. This is true either in connection with discipline during the regular routine of classwork or at the end of the term when the question of re-admission presents itself. It is handled in various ways in the different types of junior colleges. It is my purpose to relate as nearly as possible the way in which such cases are handled in Mars Hill College. By "academic" delinquent student I mean the student who fails to pass on one or more courses of study for the month, the quarter, or the semester. At Mars Hill we rate students permanently by the semester. We also send a preliminary report to parent or guardian at the end of each mid-semester. This report shows in a general way the standing of each student in every class. The dean's office gets a report at the end of every month of such students as are not passing. The compilation of these lists enables one to know who is failing at the end of every month, and the number of subjects each student is failing. The largest number of delinquents during the session usually appears on the list for December 1. That the reader may better understand our situation, may I state that our enrollment for the first semester of the past year was made up as follows: Men, 340; Women, 212.

*Dean, Mars Hill College, Mars Hill, North Carolina.

The number failing last December were:

	Men	Women
On one subject.....	87	52
On two subjects.....	55	33
On three subjects.....	28	6
On four subjects.....	15	1
On five subjects.....	2	1
On six subjects.....	2	0
Totals	189	93

The students failing in five or six subjects were all enrolled in the terminal commercial course.

Since our enrollment is approximately three men to two women, the percentile of men failing is somewhat higher than that of women. That may be explained in part by the fact that we take more care to see that our women students have rooming arrangements conducive to regular study. It has been my observation also that the sting of failure to a young woman is generally felt a little more keenly. The majority of those who have seemed indifferent to the matter have been young men.

We take several steps to help those making such failures. Parents are notified and requested either to write or to consult with the student in regard to the lack of satisfactory progress. We also ask that the parent advise us of any facts concerning the son or daughter which might aid us in giving proper assistance. The next step is the provision of a study hall where the help of our best student instructors may be had for two hours in the evenings each week.

A conference with the dean is necessary for all students failing on more than one subject. Others may come to the same office if they desire. If it happens that the subject failed is the leading one in his program of study, the student is invited to a conference with dean and instructor. As a result of such conferences the student may be advised to drop one or more subjects. This is the usual procedure in the case of protracted illness. It is also about the only recourse in cases of poor preparation. In certain courses we attempt to bridge the gap of poor preparation by assigning the student review and fundamental courses on the high-school level. This work means a great deal of effort outside of the classroom on the part of the deans.

Supplementing these efforts is a catalogue regulation to the effect that no student taking fewer than twelve hours of college work or three high-school subjects, and those not passing on ten hours of college work or three high-school subjects, may represent the college in any contest, athletic or otherwise, or appear on any public program of the College.

At the beginning of our basketball season three prospective varsity men were ineligible. One of them removed his condition after three weeks. The other two remained ineligible throughout the season. One of them would have been the best member of the squad. Prospective debaters were held off the teams for the same reason.

Our experience through several years leads to the conclusion that usually one or more of the reasons given below are among the causes:

1. *Lack of having borne sufficient*

responsibility.—Among this group is the "socializer," the loafer, the visitor, and the lazy student. We also find in this group mother's pet, who has always had too much money or too much attention. Probably mother has done a great portion of his class preparation throughout the four years in high school. Often such students come to us from the small three-teacher high school, which has been very common in North Carolina. In those schools there is usually little library material or reading matter of any kind other than textbooks. Many such students cannot pronounce or read correctly an average paragraph. Consequently they are not in a position to understand subject matter on the college level. This group is often placed in a supplementary course dealing with the fundamentals in English. They may be placed in spelling and writing classes.

2. *Being morally defective.*—Any of a number of reasons may be responsible for this defect.

3. *Having no objective in life.*—This group may have brilliant minds in its ranks, but as a whole they do poor work. Occasionally a little study may be done by "spurts" or by cramming. This is simply done to keep from being disgraced in the college group, or among friends at home, or both.

There are other and varied reasons for low grades, as in the case of some of the day students, who often have heavy home burdens. These are so common to nearly all schools that I shall not discuss them in this paper.

When we come to the end of the semester we generally advise a failing student who has been with us a

year or more to drop out. He may be fitted for some type of course that we do not offer. If we think so, we frankly tell him, and advise him to go where he can get such a course. One such student recently had great interest in dogs and other farm animals. Consequently we advised him to take training as a veterinarian. Another was advised to study forestry.

Those failing students who have finished only one semester may be allowed to re-register on probation for the second semester. In that event the student load is less than for the average student, and the deans keep in close touch with the progress made from month to month. Twenty-four such students were on that list for the second semester of last year. Sixteen of them passed two-thirds of their work at the end of the second semester. The others either dropped out or failed.

On the positive side of the situation, we think posting and publishing the names of students who make either of our two "Honor Rolls" inspires greater effort on the part of our students as a whole. Such a distinction is noticed by sending a letter to the parent or guardian calling attention to the success obtained. Last year that letter stated that "you will be pleased to know that your (daughter or son) has made the 'First Honor Roll' in the College for the semester ending January 19, 1935. I am sure that consistent preparation, diligence, and loyalty to student tasks account for this signal honor. We share the joy which we feel is yours and trust that the coming semester may mean equally as much to our students."

Students who are dishonest, immoral, or otherwise campus prob-

lems do not come greatly within the scope of this paper, but may I venture the opinion that in nearly every case it is better either to drop or to transfer such a student to another type of institution. If a young woman does not know how to behave in the presence of young men probably she should be transferred to a school for girls only, while a young man who does not have enough training to observe social proprieties should probably be transferred to a military school or other institution for boys.

It is generally within the group that lies below the level of academic respectability that we find tragedy in its most pathetic form. The institution which can make itself felt with students in this class is serving a great and growing need in our civilization. The larger colleges have no place for them, and they do not wait long to let the student know it. The junior college is usually equipped, in a limited way, to attempt some of this work, and in many cases has already performed nobly in this most difficult field of higher education.

DR. STUDEBAKER'S JUDGMENT

I was particularly gratified to find so much attention given to junior college developments. It gave me hope that I may live to see the growing articulation of elementary and secondary education with higher education, plainly manifest in the world in this annual meeting of school officials. That wish extends to public and private education too. —Commissioner of Education, J. W. STUDEBAKER, in commenting upon the St. Louis meeting of the Department of Superintendence of the National Education Association.

Journalism in a Public-Relations Program

BYRON E. ELLIS*

The public-relations program is the neglected Cinderella in the administrator's house. It is not the stepchild of the journalism department to be nursed along in odd moments. If the junior college is to shape intelligently its own educational destiny, it must be patent to all that it must be adequately represented in the public forum. This requires a comprehensive public-relations program built on careful analysis, planned in detail, operating in functional units, co-ordinated in a manner calculated to give it definite directional properties. A program of this character is no busywork to hand an overburdened journalism teacher. It is one of the four major problems facing the college administrator: (1) personnel problems, faculty and student; (2) operations, financial and instructional; (3) supplies and maintenance, and (4) public relations. These are the tasks the administrator must face.

School executives in the aggregate have never been thoroughgoing disciples of the ram's horn (sacred symbol of the publicist). Whether fatalism or lassitude causes them to disregard the numerous opportunities which are theirs for molding public opinion may be a moot question; but that these opportunities are left almost universally unembraced cannot be suc-

cessfully gainsaid. A psychologist might point to the fact that most educators are introverts as the basis for his excuse of their behavior in this situation. But if progress is to be made during this era of readjustment no excuse is valid or acceptable.

Certainly, the laissez-faire policy of the past has no place in any pragmatic philosophy of education. Why it persists in a social institution of the magnitude of the public school will be one of those conundrums our children will ponder. Public opinion can be molded. The most powerful agent in a democratic society can be made articulate if made sensible of the aims, conditions, and possibilities of our school system.

Therefore, it is with no apologies that the responsibility for the proper functioning of such a program is placed directly on the shoulders of the administrator. While the responsibility may be his, he will undoubtedly delegate the duty of maintaining the program to one of his immediate lieutenants. Deans, vice-presidents, and comptrollers have been engaged to insure the proper handling of the other three problems. What about the fourth—public relations? Why not a public-relations counsel on a par with the others?

It is essential that whoever is to interpret the policies, aims, curricula, college life, educational philosophy, and build enthusiastic support for the projects of the

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junior college should be near—very near—the fountainhead of information. He should be conversant with all the problems of the administration and of the college. Because the public-relations counsel is the advocate at the bar of public opinion, it is absolutely necessary that he be taken into the full confidence of his client.

PURPOSE OF PUBLICITY

The purpose of publicity is to inform the public about a specific individual, an institution, or a cause so as to create a public opinion that is intelligent, informed, and favorable. It all seems very simple until one begins to formulate a public-relations program for the junior college that is effective. Then the questions arise:

What is the junior college? Who is the public? and How can I inform this poor, befuddled individual who only spends 4 per cent of his time in becoming informed on *all* issues—politics, religion, science, education and so forth? Is the junior college a back door to the university? Is it a cupola on the high school? Or is it simply a safety zone for youth? Probably none of these, for these expressions are all stereotypes that have hurt the junior college. Someone will have to discover the unique niche which the junior college fills in the educational scheme and justify its existence with sound logic, else it will be the first to be beheaded when the economy ax begins to swing.

Mr. Walter Lippmann would say that the junior college public consists primarily of the interested spectators of its action. The faculty, student body, alumni, friends, parents, and government officials con-

stitute that charmed circle which the publicist must influence. He chooses his weapons accordingly.

Mr. Average Man must be treated with patience and skill, for, according to Mr. Lippmann,

As a private person he does not know for certain what is going on, or who is doing it, or where he is being carried. No newspaper reports his environment so that he can grasp it; no school has taught him how to imagine it; his ideals often do not fit with it; listening to speeches, uttering opinions, and voting do not, he finds, enable him to govern it. He lives in a world he cannot see, does not understand, and is unable to direct.

But if he is not definitely affected *for* the school he may be affected *against* it. He is the sovereign of our democracy in his voting strength. His voice multiplied a million times is the Voice of God.

BUILDING A COMPREHENSIVE PROGRAM

The first step in resolving this complex problem of providing a comprehensive publicity program is one of analysis. What do we wish to do? What do we expect to accomplish? and What media are most suitable for our work?

The next step is the formulation of the plan—a master blueprint, if you will. Then the creation of operating units essential for the smooth functioning of the plan, and, finally, constant co-ordination and creative thought not only to give direction and emphasis, but to reduce friction and chaffing.

Nor should we overlook the fact that we are stewards in this matter of public education. We have a distinct duty to report to the public who maintain us and to whom the college belongs.

No particular public-relations

program in a specific college can be very effective unless it reflects a basic, dominant educational philosophy. A house divided against itself cannot stand. In fact, the only thing the college has to sell the public is an idea. That idea springs from its philosophy.

Our educational philosopher, John Dewey, says:

Broadly speaking, the teaching profession is now faced with a choice between two social orientations. Of these two orientations, one looks to the past, the other to the future. That which looks to the past, looks also by the necessities of the situation to the interests of a small class having a highly privileged position maintained at the expense of the masses. That which looks to the future is in line with scientific, technological, and industrial forces of the present, and, what is more, it is in the interests of the freedom, security, and cultural development of the masses.

This statement is fundamental. Not only does it affect our classroom teaching, it must be faced in the public-relations program before we dare use magazines, lectures, and the radio for publicity purposes. Our public-relations program is bogging down now because this issue is too delicate to handle. The public would be interested in knowing where we stand.

The race must be prepared for a socialized way of life, for a society in which collectivism is progressively supplanting individual autonomy. Individualism is already an anachronism, since the individual is no longer an effectual unit in a world of large-scale production, chain distribution, and concentrated credit.¹

¹ Nathaniel Peffer, "Educators Groping for the Stars," *Harper's Magazine*, January 1935.

We know this but we are afraid to say so.

During the past five years public education has had a difficult time. The school term has been shortened in many states, the offerings of the curriculum have been curtailed, the budget for physical equipment has been pruned, the size of classes has been increased, the salaries of teachers have been reduced, the school has actually been closed in many an American community, and in general the educational opportunities of the rising generation have been contracted during these years of economic collapse. The surgeon's knife has descended regularly upon the newer units which have never been fully justified in the public's mind, namely, the kindergarten and the junior college.

INTERNAL PUBLICITY

Now while most people understand how publicity works externally, few understand the operation of internal publicity. No large industrial firm starts an intensive publicity drive without first assuring itself that internal morale is at a high pitch. Corporations obtain internal solidarity by the use of house organs, pep meetings, club facilities, contests, outings, and so forth. Having established a firm, enthusiastic base, they venture into wider fields. The same holds true of the college. Internal public-relations policies would call for developing the morale of the faculty and nurturing the college spirit of the students. This can be accomplished by student publications, rallies, assemblies, intercollegiate contests, debates, faculty meetings, bulletins, and posters. In fact, the whole ac-

tivities program has a direct connection with the public-relations program.

It is at this point that so many administrators fail in their public-relations program. They fail to realize that the teachers are the greatest asset the college has. An institution is no greater than its personnel. A few pay lip service to superior teaching, but continue to prefer brick and mortar (pardon me! steel construction and reinforced concrete) to brains; standardized equipment to faculty morale; and factory methods and factory product to achievement and intellectual integrity.

Having made sure that internal public relations are a success, the public-relations specialist is now ready to devote his major attention to the great outer world. As it is his duty to interpret the outer world to the inmates, so it is his duty to interpret the inner world to the outer.

Melvin Hyde lists various available publicity media in the order of their effectiveness as follows: (1) newspaper articles, (2) alumni publicity, (3) annual reports, (4) student publications, (5) special bulletins, (6) public speeches, (7) direct-by-mail, (8) radio, (9) field agents, and (10) magazine articles and books.

PLACE OF THE JOURNALISM DEPARTMENT

Here at last is the place the journalism department can exert telling blows. We already handle student publications, largely, and our experience has fitted us to handle that medium which Dr. Melvin Hyde found most effective in a publicity program — newspaper articles.

Nevertheless, we are but a unit. The writer cannot see how the journalism department can be otherwise nor does he know where the idea originated that we should run a three-ring circus public-relations program in addition to the regular teaching program.

We can organize a bureau to handle weekly news releases to small-town and community newspapers. We can organize a news bureau, with an auxiliary photographic unit, to supply news services and metropolitan dailies with college stories. We can accomplish much with the press, but there our contribution should end unless we have some unique special abilities that may be employed to advantage elsewhere in the publicity program. We can do much, but we cannot do all.

One of the best New Deal publicity bureaus has the following typewritten motto on the wall as a perpetual reminder to the staff: "The kind of writing that takes cognizance of the fact that people have more emotion than logic, more simplicity than subtlety, more inertia than intellect, is the kind of writing that is understood."

Any forward-looking policy cannot fail, then, to accord newspaper publicity its rightful place in the renovation of our existing public-relations program. Today's tools must be reshaped to fit tomorrow's needs—and the multitude resists change. To overcome this inertia becomes a publicity problem of some magnitude.

That newspapers are especially susceptible to responsible publicity, sponsored by education institutions, is forcefully brought out by the following facts:

1. Over a three-months' period the metropolitan papers of Los Angeles printed a total of 3,507 stories and 510 photographs which originated in school news bureaus.

2. Nearly one-half mile of news was printed (30,505 column inches to be exact).

3. Finances, technocracy, science and research, buildings, courses, adult education, extracurricular activities, parent-teacher association items, alumni notes, radio news, accidents and deaths, and activities of the faculty and administration accounted for practically all the material printed.

This report covers only one of the media accessible to the junior college executive for placing his message (and if he has no message he should not be in an executive capacity) before his constituency.

The tools of publicity are well known. They are brought out for service on those occasions when a bond election is in the offing. Spasmodically they are employed and never do they see the light of day during the interim. Is this lack of regular publicity innate modesty?

Modesty may be one of the cardinal virtues but, when it allows the opportunities of a school to exist unnoticed in the great maelstrom of human endeavor, it may be vicious also. Any good college publicity program should find hundreds of ways of placing its client before the community in the proper light through an intelligent use of newspapers, magazines, lectures, surveys, radio programs, school publications, posters, alumni association projects, and by encouraging the faculty and administrative officers to take a vital part in the life of the community. Anything which will

shape public opinion toward a preconceived ideal should not be foreign to the publicity program. A definite place in the budget should be accorded this function in order that it may work continuously, for good will should be a permanent condition—not a spasmodic emotional outburst.

Happily, publicity (especially educational publicity) is inexpensive. It is 98 per cent perspiration and inspiration and 2 per cent capital endowment. Nothing can build the *esprit de corps* of the community like good publicity. And public opinion, like faith, can move mountains. But it is necessary to employ it steadily—it is a wonderful diet for the public if administered at regular intervals.

Cheap publicity might be characterized as a mixture of stunts, unconventionality, and lungs, with a pinch of brains added if they are available; but the mixture which is to be strongly recommended for educational institutions is a different mixture and a better one. It materially reduces the stunts, unconventionality, and lungs and holds a saturated solution of brains. It is dignified, forceful, factual, and calculated to appeal to the mind rather than the emotions. Publicity of this type spreads like true leaven through a community and when allowed to rise will eventually produce group consciousness which must eventually benefit the community's most cherished possession—the school.

True, it is harder to climb the stairway of social advancement than it is to slide down the banister of obscurity—but it can be done. Publicity will lighten the strain of the ascent.

Speech Education in the Junior College

MAUDE RAMM YOUNG*

"By their speech ye shall know them" was never a more significant statement than it is today. The radio continually increases its demand for speakers from all professions and all fields of activity. There is a persistent demand from Parent-Teacher Associations, Rotarians, College Clubs, welfare groups, and a host of the other organizations for talks, lectures, or speeches from its own members as well as from professional speakers, and we are all too conscious of the need for more intelligently analyzed and delivered political speeches.

Many people are aware of this decided need for speech training, if only to insure themselves against embarrassment. Some situation arises which necessitates a speech, and, terror-stricken at the thought, the clubwoman seeks refuge in a local speech class. Or the power company of the community conducts a speech contest in the hope of finding a speaker who can win honors at the annual national contest. This local winner is inevitably put into the care of a speech instructor in the hope that he or she may develop into a potential national winner. Extension courses in speech grow more and more popular for all classes of people—doctors, engineers, teachers, clubwomen, so-

cial workers, clerks, and others. Although there is a most commendable national movement on foot to determine the feasibility of co-ordinating speech throughout the whole school system, such an advance will take years to inaugurate. In the meantime we should do something.

Why cannot the junior colleges require all students to take speech for one year? Why can we not supply business establishments with speech instructors who can conduct classes within the organizations for those employees who have not had the advantage of speech training? And finally and most important, why cannot the junior college offer speech to all adult members of the communities where no university extension courses are available. Certainly there are many such communities.

Of course, as speech instructors, our interest has been confined to the students enrolled in our regular college classes. And I am sure that it is our aim ultimately to make speech a compulsory part of every student's curriculum. The average student takes speech only if it is stipulated in his course of study; a very few elect speech courses. We find that in many curricula—nursing, physical education, and legal, for instance—the student is required to take speech, whereas in the medical, the dental, and the business curriculum it is elective. Mechanical and aeronautical engineers are compelled to register for speech in the

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sophomore year, but all other engineers may elect it. It is only in the last two or three years that several large universities have required engineers to take speech for one quarter. Some institutions require physical education students to take a whole year of public speaking. Why this discrimination between classes of students who take speech? Is there any one person or group who needs the advantages of speech more than another? Decidedly no!

As speech instructors there are two things which we can do to stimulate the universal study of speech and minister to the needs of those who desire speech training but who have not had the opportunity to obtain it. First, we can exert every possible influence within our own colleges to promote required speech courses for each student who needs such a course. And secondly, we can offer speech courses to the community at large if no university courses are available.

There are three objectives which we in the junior college should seek to realize. First, the junior college should urge co-ordination of speech throughout the whole school system. This co-ordination can well start in the local community. From there it will spread over the nation as a whole. It will take patience and concentrated effort to make the administration in each community see the value of such consistent and unified speech training. But the effort and time will be well worth the results. To start speech training in the grades and carry it through high school and from there into the college is a real step forward. From each community interest will spread, and in time co-ordination of

speech in all the school systems of the country will be the goal attained.

Second, and certainly much easier than co-ordinating speech in the whole school system, all junior colleges should require one year of fundamentals of speech for all regular college students. This course might profitably be called by the same name in Minnesota as in California. Whatever other courses in speech the junior college offers may be elective and dependent on the needs and interest of the student.

Third, and possibly of the most immediate benefit to the community, the junior college can organize speech classes for the community at large in places where there is a decided need and where no university course is available. It might be wise in this connection to point out to business houses the benefits of urging their employees to take speech. Some business houses have even been known to require their people to take a course in speaking. Clubs can be contacted and speech courses made available at the various club homes or at community centers on specified days of the week. Then, too, there should be classes held at the college or at some other convenient place for other members of the community who may wish to take the course. Nor do I think we should depend alone on the interested people to fill our classes. I think we should advertise good speech, make good speech indispensable, make it attractive.

words, we might well educate people in the need for effective and good use of the spoken English language and of speech techniques.

Surely speech is one of the most cultural and practical courses. It requires clarity and nicety of both

oral and written English; it demands precision and conciseness of speech and expression; it develops tact and a finer appreciation of human emotions and sentiments; and above all it offers the student innumerable opportunities to express himself—his beliefs and convictions, his personality. Though the student takes no other course, his background will be rich and profitable in his encounter with life because he has had a course in speech. He can apply for a position with more assurance, tact, and poise; he can address and converse with any group more intelligently and confidently; and most important of all, he can think more logically and clearly.

Just a word about the type of course to be offered. Our aim should at all times be to stress freedom and naturalness in speaking. The term "public speaking" might well be avoided since its connotes too much the platform performance type of speaking. A course in speech is surely more than training for a public performance! It is a development of tact and of sound mental habits—in a word, training in meeting life's situations. "Speech" is a much broader term than "public speaking" and will arouse less fear in people.

Although a speech course should be adapted to the needs of the individual students and to the particular community in which the course is taught, a sample of a practical speech course might well be included in this brief discussion. May I use our sophomore speech course as an example of the training that could be offered with variation to adults as well as to the college students in your community?

It is a course in which we have tried to cultivate in the student freedom and co-operation. Each student is given several opportunities to make brief announcements in chapel and short talks before civic groups. We indulge in many individual conferences in an attempt to help each student to overcome his difficulties. When considerable freedom and assurance has been fostered, we turn to a brief analysis of bodily activity. The winter and spring quarters are used for the study of speech situations and types of speeches. During all this time the student must read magazines, books, and papers in abundance, since no one can speak on mere fragmentary knowledge. Carefully chosen speeches, with a stress on the contemporary ones, are studied and analyzed. In addition, we give each student actual training in radio speaking at our local radio station, and we also try to make available opportunities for our best students to speak at service clubs and on behalf of the Community Fund.

Certainly, our course is not ideal, but it does suggest an attempt in the right direction. It stresses the natural function of speech and its importance, and it minimizes technique, so often overemphasized in a fundamental speech course. If each speech instructor could from time to time make accessible to all the rest of us his particular speech course, we should all benefit immeasurably in formulating an ideal adult course for each community.

In summary, our aim as speech instructors should be speech training not only for all college students irrespective of curriculum pursued, but also for all members of the community where no university courses

are made available. We can develop a fuller realization of the terminal function of the junior college and of its vital place in the community life. Let us stress above all things the natural function of speech and its indispensable influence in everyday living. Let us fill more satisfactorily than has already been done the demand for speakers in all walks of life. Ours is a great opportunity as junior college instructors of speech to bring immeasurable results in developing more confident and more poised men and women in our community.

ORIENTATION MANUAL

Getting Along in College, an orientation syllabus written by President Lowry S. Howard and Herbert Popenoe, research director of Menlo Junior College, California, has been published by the Stanford University Press.

"It is the purpose of this book to help students to think their problems through," the preface stated. "Thus they will become better acquainted with themselves, with their fellow men and women, and with the social organization in which they are to take an active part. Such an acquaintance makes for greater success in college; it does not abolish difficulties but it helps in overcoming them.

"The material presented is the outgrowth of fifteen semesters' experience with an orientation course in Menlo Junior College. It is presented from the student's viewpoint; it discusses those problems which the student finds most perplexing. Its analysis of typical difficulties and its illustrations of solutions arrived at by others will help the students to help themselves."

MICHIGAN CERTIFICATION

A new junior college certificate has been provided for instructors preparing for positions in the public junior colleges of the state. The certificate is titled, The Michigan Junior College Permanent Certificate, and is issued to one who has graduated with a Master's degree or a higher degree from an accredited institution. No probationary period is included in the type of certificate issued to one who is to teach in a junior college. The candidate for this certificate must have completed a graduate major in a subject, or a subject field, to be taught in the junior college, and must have earned a minimum of fifteen semester-hours of credit in education. This type of certificate permits a teacher to teach in a collegiate institution maintained by a public-school district.

The public high school and a few private institutions have to the number of many hundreds developed junior colleges which attempt to cover the first two college years. I shall not enter into this stormy arena to discuss the future of the junior college, its virtues or its vices. I mention it here simply to indicate that, if hundreds of public schools can with public backing venture upon a development that involves *two* years of collegiate work, entailing to be sure appropriate additions to staff and equipment, it is not unimaginable that our strong private schools and occasional high schools might cover substantially the *first* year of college work, if they chose—and with no great strain on their resources.—PRESIDENT ANGELL, Yale University, in *School and Society*.

Economics in the Junior College

ROYAL J. BRIGGS*

The study of economic principles should be presented on either the freshman or sophomore level in the junior college, since, although by far the greater number of our students never have the opportunity of going on to a senior college, these students, all of whom will be enfranchised in a few years, are going to express their opinion on national economic policies. Therefore they ought to have some knowledge of the principles involved in order to advocate those policies which are of greatest benefit to continued national welfare. The training should be spread over two semesters in order to feel that the enrichment of knowledge is thorough enough to be of a lasting nature.

Some junior colleges have tried to bridge this gap by introducing economic principles as a portion of a general course in social science. This is, however, wrong in theory; for if a subject has worth-while value to a person, it is worth the effort of specialized training. It is wrong to try to teach economics from the standpoint of sociology, or to teach sociology from the viewpoint of economics, because much of either subject's richness is beclouded by issues from the other field. It is true, however, that the roots have a degree of similarity; but frequently a slant on a subject increases the opportunity for the development of biases.

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Today the world is suffering from a serious maladjustment which is largely economic in nature. Some of the hardships which are being endured because staggering economic institutions have seemingly lost their equilibrium are due in part to a false understanding and appreciation of the principles involved. An example is the recent state of banks throughout the nation. How many people realize that banks as institutions of credit can function only when faith as well as money is deposited therein? The heavy money withdrawals, the failure of banks, and the resultant weakening in the credit situation in the country are indicative of the trend of public thought. It has no sound basis for existence and is surely uneconomic in its entirety.

With mankind becoming more interdependent as the years pass by, it is evident that his thinking should change to recognize the oncoming alterations and to make such adjustments as will make the human being an efficient unit in its new environment. Ought we to think that man has always met his problems in a makeshift manner and devised his solution therefrom, or ought we to try to prepare man for an intelligent analysis of the facts and to react with reasonable forethought concerning the results? The latter method seems to be by far the better one.

From an educational standpoint, then, the school systems of the nation ought to offer such training in

economics as will aid the pupils to acquire a reasonable understanding and appreciation of the economic institutions whose activities enmesh our everyday existence with the national welfare, so that they will be able when accepting the enfranchisement of citizenship better and more understandingly to preserve our continued growth through the good judgment exercised in our economic policies.

Certain general objectives for economics are as follows:

1. To teach economic truth, and a knowledge of natural law.
2. To enlighten the students to the fullest on their duties as citizens, and to aid them in preparation to meet the unsolved economic and social problems.
3. To bring the students closer to a realization of life's problem, and preparation for the business of living.
4. To stimulate the power of accurate thinking, critical analysis, and independent thought on economic questions.
5. To enable students to recognize and understand the economic principles underlying the activities of our society and to realize their importance to continued national welfare.
6. To demonstrate the interdependence of all classes of society.
7. To show the interrelationship of all aspects of man's life.
8. To develop the power of observation and to use it as part of the scientific approach to problems.
9. To nurture the attitude of co-operation to aid in best equipping man to be efficient in the

industrial society into which he is born.

10. To develop teacher growth by stressing the need for practical-application demonstrations showing the increased economic integration of everything.

With these objectives in mind, the following suggestions to instructors are offered:

a) Economics offers many pitfalls and ought to be handled carefully.

b) Economics is a prolific field for the difference of opinion and surface causes are deceiving. The analysis of "how" and "why" usually brings out important under-surface facts.

c) Textbooks on principles of economics are dry, and the teacher should breathe life into them by the presentation of enriched experiences.

d) Instructors should not encourage criticism of the authors until they are well understood, nor should they give the students too many viewpoints on a topic for fear of confusing them.

e) Certain phases of economics, such as taxation, labor, etc., should be handled deftly to avoid arousing partisan debates in the classroom.

f) Instructors should not attempt teaching in economic theory without illustration at frequent opportunity.

g) Instructors should require the class to analyze economic fallacies as printed in periodicals, in the light of their acquired knowledge.

h) Student experiences are best utilized for understanding situations. Instructors should nurture the growth of experience in their students.

Philosophy for Semiprofessional Students

ORVIL F. MYERS*

The term "semiprofessional" is used in a number of junior colleges. The meaning of this term, however, is not uniform in the various institutions. In this paper, the writer will make use of the term in the meaning it has at Los Angeles Junior College.

While a majority of those enrolled in the semiprofessional curricula have been graduated from high school with grades below "recommended" standing, the semiprofessional curricula at Los Angeles Junior College have not been designed upon the basis of the students' grade status. Each curriculum is founded upon the requirements of a certain field of work and level in life. America has, in recent decades, developed among its employed a new cultural level. There are a number of fields of work which can be classed neither as trades nor as professions. These fields have something of both in them; they have also characteristics that are not to be found either in the trades or in the professions. Students enrolled in such curricula are termed "semiprofessional" students. This group constitutes approximately 75 to 80 per cent of the total enrollment of the College. The remaining student enrollment falls

in the classification of "certificate" (recommended) students, and "transfer" students.

It is difficult to describe exactly the differences between certificate and semiprofessional students. The various psychological tests show no marked differences between the two groups. In intelligence the median score is not widely different for the two groups; but the range of scores is wider for the semiprofessional group than it is for the certificate group. In grades, semiprofessional students seem to fall into two groups; a relatively high group and a relatively low group. There are not as many in the middle, or "C" group, as might be expected from the normal probability curve.

There are differences, however, between the two groups of students. At Los Angeles Junior College we have described these differences by referring to the certificate students as academically minded, while the semiprofessional students we find are not so much academically minded. The semiprofessional student seems more practical in his interests and less willing to accept statements in the classroom than the certificate student. The certificate student is more agreeable; he appears more certain of himself. He may be no more settled vocationally than is the semiprofessional student, but he does know that he is going on through college, and this knowledge may give him greater stability. Mentally the semi-

* Chairman, Department of Philosophy, Los Angeles Junior College, Los Angeles, California. A paper read before the pre-session of the Pacific Division of the American Philosophical Association, Stanford University, December 26, 1935.

professional student is alive and active, both in his interests and habits. The certificate student may have just as many mental questions as the semiprofessional student, but he does not express them so readily. The semiprofessional student is controversial — from the practical standpoint. He is likely to make his determinations on the basis of emotional appeal rather than from analysis, and his evaluations are more likely to be based upon surface observations.

Our semiprofessional curricula have been designed to prepare students for certain vocational fields of work. They are not trade courses. Each curriculum is designed in a manner that will give about 50 per cent of its time to skill subjects, and about the same amount to what may be termed cultural subjects. Each curriculum seeks to educate the whole individual both in vision and in skill.

Philosophy has a place in each of the twenty-two semiprofessional curricula. It is sometimes a required subject, sometimes a strongly suggested subject, and at other times merely an elective subject. The philosophy courses in each curriculum are designed to fit in with the aims of that specific curriculum. This makes it necessary that we offer a number of different courses, such as "Introduction to Philosophy," "Logic," "Ethics," "History of Philosophy," and "Modern Problems." These course titles, while not exactly those printed in our catalogue in each case, indicate the general content and range of our offering. The titles may seem to indicate that the courses are much the same as those offered in any college, but the actual presentation of the

material is often quite different. In each course we seek to give the student a soundly genuine course in philosophy. There is no watering down of content, and the course, in each instance, seeks to play into the practical life of the student.

As the majority of semiprofessional students will take but one philosophy course, each course must be something more than introductory in nature, and something more than a mere survey. The course cannot be considered as a preparation for further work in the field. Each semester course must seek to give as complete and as well-rounded a presentation of its field as is possible.¹ Instead of a few highlights and a smattering of ideas, the student must be provided with some very clear-cut concepts and principles which will aid him in a more intelligent approach to life and the world.

We believe that philosophy should enable the student to gain some understanding and appreciation of the unity of all knowledge, some understanding and appreciation of life's major questions, and some ability to think clearly and rightly in the field of his own knowledge and experience.

In the philosophy class we begin with the world as the student conceives it—with the student's beliefs. Then, through readings, lectures, and discussion, the student learns more and more to see his world as a whole. The various aspects of the world which the student brought with him into the classroom become

¹ With the exception of one course (Modern Problems) each course in Philosophy at Los Angeles Junior College is completed in one semester, and does not require prerequisites.

intellectualized and organized. Whatever the student's own view—and we must always begin with his view—it is nurtured in the light of the best wisdom that thinkers of the past and present have to offer. Semiprofessional philosophy begins with the vital questions of the student—his own experience; but because of this it does not follow that it must be either chaotic or superficial. We do not believe that the semiprofessional course in philosophy is the place for the consideration of hazy metaphysical questions over which the various schools of historical philosophers have been quibbling for ages. It is not a place for the selling of stock in some personal philosophical view. The course must be so organized that the student majoring in any field of knowledge, or in any vocational field, will be a better worker in that field and a better citizen of the community as a result of his study of the relations of his own field of activity and work to that of other persons in other fields. Philosophy should provide him with both principles and methods by means of which he may unify all his knowledge and conduct; a means of cross-fertilization of ideas from every source.

In teaching semiprofessional philosophy the aim is not that of merely training the student to remember, but rather that of training him to think across the various fields of knowledge. The aim in the history of philosophy is not compartmentalized knowledge of certain selected thinkers; but rather is it aid in the criticism and determination of fundamental life views, attitudes, and dispositions.

The value of philosophy to the semiprofessional student depends

in no small degree on the method of presentation. Reference is not made here to the proportion of lecture to quiz, or similar technical points of instruction, as much as to the ordering of classroom work in discussion and suggestions in reading such as will develop alertness and thoroughness of thought, the mastery of leading ideas, the seeking out of pre-suppositions and implications, and self-direction in arriving at conclusions as a result of analysis. The semiprofessional student is not easily motivated. He must be aroused to interest, and he continually wants to know the practical value any certain principle may have. In teaching history of philosophy we seek to motivate and interest the student by bringing out the points of human contact between the student himself and the historical character in philosophy, in showing how the man's life shaped and directed his philosophical views, and how experience tends to shape and develop the views of the student. In ethics one may more readily keep in close touch with the experiences of his students. The problems here considered may be vitally personal to the student, and if the teacher is sincere and honest in his approach to students he may get his problems first hand from the members of the class. There are many ways in which the content of the course may be tied up with the life of the student. One may get at the major moral issues in the life of the student through the use of various check lists or through conferences. With such problems as a foundation, and with material from newspapers, advertisements, magazines, and so forth, the discussions can be kept alive and vital to the student.

The reading to which the student is then directed will prove not only interesting but helpful in guiding him to a solution of his own problems. In so far as it is possible we seek to suggest reading material that will fit the student. In this way students come to like certain authors and begin to collect their publications for a course of lifelong reading.²

We have found the ordinary textbooks in philosophy which have been prepared for the general use of college and university students, for the most part, unfitted for use in the semiprofessional classes, though such books frequently serve as excellent reference material. Such books as Professor Tufts's, *America's Social Morality*, receive enthusiastic response from semiprofessional students, because of its statements of the dilemmas in conduct or belief. Material, we have found, is more acceptable when put up in the problem type of package; but the problem must be one that will lead the student on to his own experience and will bring him to a new evaluation of that experience. It can never be an academic problem merely.

Perhaps the most difficult course to put into semiprofessional form is Logic. We avoided such a course for three years. Our first experience was anything but successful. I doubt if the students learned much from that first attempt. The teacher, however, learned a great deal. The course is still far from what we desire and is undergoing revision; but we believe we have accomplished

something toward the semiprofessionalization of this subject.

In the time allotted, it is possible but briefly to suggest the line of procedure we have begun, and then, in but a single element of logical content. With this approach, however, we have found logic one of the most interesting divisions of philosophy to teach, and genuinely interesting to the majority of semiprofessional students in the classes.

As in all semiprofessional courses in philosophy, one begins in logic with the student. The life of the student compels him to make decisions constantly. His decisions are made upon the basis of the evidence he has at hand, and his conduct ordered accordingly. Semiprofessional logic must be intimately connected with life; life as it is lived day by day by the student. His own thought may readily be used to serve as the subject matter for the course. The morning newspaper, the advertisements in magazines and those heard over the radio, the chance conversation one may hear between two students on the campus, may profitably form the material for classroom discussion and analysis. It is easy to be practical in logic. There is no difficulty in motivation here. There are editorials, political arguments—all examples of thinking, some of it straight thinking, some of it crooked thinking. In these examples there are syllogisms, immediate inferences, deductions, inductions.

When it is once realized that most of the decisions made by the ordinary individual are determined through deductive thinking, one may begin to see a possibility of a practical application of the principles of the syllogism to life. Very

² An example: One semiprofessional student who, after discovering Josiah Royce, read and wrote a voluntary paper on his two-volume work, *The World and Individual*.

little of the conduct of the ordinary man is determined by any appeal or investigation of facts. A course of action is judged acceptable if it "looks sensible." These facts indicate an open field for training in thinking, analysis, and scientific method.

In discussions of the different forms of immediate inference, the writer often makes use of observations, conversions, and even contrapositions which have been made by the students themselves in the midst of classroom discussion. These forms of inference are not remote from life. They happen in experience. A single student has brought to class as many as twenty immediate inferences gathered from campus conversation in a period of two days. Another student has found as many as thirty attempts at syllogistic reasoning in less than one week. Certainly such a project motivates logic; and it also drives home the principles of straight thinking and the need for them. Semiprofessional students are interested in practical, living affairs. They are not greatly concerned in knowing whether Socrates was mortal, or whether the sun—since it is a source of light and feathers are also light—might be a source of feathers!

We have been having in Los Angeles recently a number of special elections on various questions. The matters placed before the voters are in many instances of profound importance; therefore, they provide laboratory material that is alive and vital to the student. At such periods students bring in for consideration many illustrations of fallacious thinking in the form of newspaper clippings, handbills, and the like.

One does not sleep over this type of work. There is excitement in it, both for the teacher and for the student. It is a way of making logic have interest and practical bearing in the life of the student. That there are faults in such methods, we are well aware. The work is in the process of development. Students seem to profit by it, though they admit it is no easy task. From the standpoint of building an interest in philosophy it brings results. Only the years to come will determine its true value in the lives of the students.

ARCHAEOLOGICAL STUDIES

President J. B. Lillard of Sacramento Junior College (California) is directing a group of NYA students who are working on the anthropology project of the excavation of an Indian burial ground seventeen miles south of Sacramento. This burial ground, near Elk Grove, is known as the Windmill site and covers about three acres. The mound is about 300 feet in diameter and approximately five and one-half feet high.

The main object of the excavation is to study the material culture of the Nisenan Indians and their burial habits. All animal bone recovered is shipped to the Los Angeles museum for identification. The result of this has been the discovery of several species of fish and animals now extinct in this section. All human skeletal material is sent to the United States National Museum in Washington, D.C., and to Gila Pueblo, Arizona, where it is studied by Dr. Als Hrdlicka and Dr. Harold Gladwin.

The Aims of Junior College Mathematics

R. W. HART*

The junior college, whether we think of it as a separate school or as a part of a four-year senior college, is coming to be considered as a place where the student goes through a transition period where he throws off his high-school attitudes and takes on those of an upperclassman. That there is a great difference in these attitudes is well known by anyone who has had teaching experience in both high school and college. In the high school the teacher must be very careful and definite with his assignments. He must point out the difficulties of each lesson and then spend some time in supervised study, while in advanced work the student is expected to know how to study with little help from the instructor.

A lot of fine work is being done now with freshman orientation and adjustment programs, but it must not be assumed that we can change a high-school student into an independent scholar in the short time that is now given to these programs. This adjustment is a process of growth which usually extends through the two years of the junior college, and will be accomplished best when every instructor plans his work accordingly.

Many college teachers do not seem to recognize this difference between junior college students and senior college students. Some use methods of teaching freshmen that

would be satisfactory with seniors but which are discouraging to the former. On the other hand there are those who teach in such a manner that the student never develops the ability to study without the aid of a teacher. No freshman adjustment program can be wholly successful until the methods of classroom procedure are fitted into the plan of leading the student through this transition period from high school to senior college.

The successful student in advanced work is the one who has a mastery of the fundamentals of his chosen field and also the ability to use these fundamentals in independent study. This latter trait is one that has been overlooked too often in our elementary teaching, much to the distress of both the instructor and the student in later work. Forgetting facts learned in former years is pardonable to some extent but the inability to go back and relearn them without the help of a teacher is seldom tolerated in advanced study. This applies not only to college men and women but also to the person who has completed his formal schooling. A study of successful men in practically any walk of life will reveal that they are able to use independently books, periodicals, and other sources of information to help solve the problems that they encounter.

In applying this idea to the teaching of junior college mathematics we must first realize that we have in our classes those who are going on with the study of pure mathe-

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matics, those preparing themselves for professions such as the different types of engineering where mathematics is a tool, and also those who will leave school at the end of their sophomore year and enter some trade or profession where their advancement will depend upon their ability to continue their education without the aid of an instructor. Obviously it is too much to attempt to teach in a junior college mathematics class every type of problem that each pupil will meet in later life; however, they will all have some mathematical needs in common.

To illustrate how this situation may be met, let us take as an example a course in college algebra. Every college mathematics teacher knows that he cannot teach all of the topics that may be listed in this subject to the average class in one semester, and it is often a problem to decide which ones to omit; but if at the end of the semester the student knows how to perform the ordinary fundamental processes used in algebra and has learned how to apply those principles, in extending his knowledge of this subject, he will not need to have any fears of being able to carry a course where algebra is a prerequisite.

The first two-thirds or three-fourths of the course should be spent in understanding and learning to handle with ease those operations involving such elemental topics as: exponents, radicals, fractions, linear and quadratic equations, simultaneous equations, graphs, logarithms and some topics in the theory of equations. This list is merely suggestive and may not include some subjects that the

instructor may wish to present formally in class. Also it is not intended to exhaust each of these topics. There are, for instance several methods of factoring that may well be omitted from our freshman algebra course. More emphasis should be given to understanding of a few necessary subjects rather than a hasty survey of the whole field.

After these topics have been mastered the remaining one-third or one-fourth of the semester should be given over to projects to be worked out by the pupil under the direction of the instructor, but with the idea always in mind that the ultimate goal is independent study. During this last period the various interests of the different students can be considered. A future biologist can take up the study of progressions to solve his problem of the increase of the sparrow population over a period of years, the historian may apply the same topics in discovering how many ancestors he had at the time the Mayflower landed in this country, the future engineer may be led to a study of Horner's method for solving equations of a higher degree than the second by showing him where this may be used in applied mechanics, and so forth.

The working out of these projects will take more time than would be required if they were explained by the instructor in class, but the aim is not to cover a large number of types of problems, but to develop in the pupil the ability and confidence to rely on himself. The satisfaction that comes from solving such problems independently is only surpassed by that obtained by the research worker.

"Ancient History"

J. STANLEY BROWN'S REPORT

In 1904, Superintendent J. Stanley Brown, of the junior college at Joliet, Illinois, reported on the progress of the six-year extended high-school plan as earlier recommended by President W. R. Harper, of the University of Chicago. In the concluding paragraph of this report, he said:

In conclusion, then, we find (1) that in the development of the plan some schools have changed a three-year course to a four-year course, others a four-year to a five-year course, and others a five-year to a six-year course, and that all that have had a six-year course are enthusiastic in the working of the plan and have no thought of retrogression; (2) that men who, as in this case, take the initiative and blaze the way to greater progress must expect to be maligned and condemned, but in due time the plan will convince even those who are now skeptics, that it has a real reason for existence, and that it is but the final step in the complete evolution of the secondary school; (3) that we recognize the fact that, under any plan, a certain percentage of high-school graduates will go directly to college, because a change in environment is advisable, and for those who remain to do advanced work the great question to be settled is the amount of credit the college can give for advanced high-school work, and that a clear distinction must be made both in quality and quantity of work between that of the fourth year and the two succeeding years; (4) that the certificate relation, good for the first four years, ought cautiously to be extended over the two succeeding years,

and that the inspection ought to be more extensively done, and should not be simply an adjunct of any department; (5) that it would aid materially in the development of this plan to have some authorized definition of the terms "high school," "college," and "university," and to have some uniformity in granting advanced credit; (6) that the great factor in the decision whether to remain in high school for a fifth and sixth year's work, or to go at once to college, seems to be a financial one, and when decision is rendered to remain at home, a much more serious attitude toward school work is observed. The main difference between the one and the other work is one of intensity.¹

FRANCES SHIMER PRESIDENT

Dr. Raymond B. Culver, professor of Bible and religious education at Linfield College, Oregon, has been named president of Frances Shimer Junior College, Mount Carroll, Illinois.

EVENING CLASSES RESUMED

Evening classes for adults began again this fall at San Mateo Junior College, California, after having been dropped in 1932 because of the depression. The curriculum includes recreational classes and commercial work in addition to other features of a complete curriculum.

¹ *School Review* (January 1905), XIII, 18.

The Junior College World

FROM COMMISSIONER STUDEBAKER

In a recent statement by the United States Commissioner of Education, J. W. Studebaker, of fourteen trends which may be expected in education during the coming year, is included the following: "Continued expansion of what is probably the fastest developing field of American education—the junior college movement."

NEW ORLEANS MEETINGS

The annual meetings of the American Council of Guidance and Personnel Associations and its member organizations will be held in New Orleans February 17-20. Many of the sessions should be of special interest to junior college personnel officers.

The National Vocational Guidance Association in its sessions will emphasize the techniques of guidance. It will devote one general session each to their applications in organization and administration, the gathering of occupational information, the imparting of occupational information, and placement and follow-up.

Two of the general sessions of the National Association of Deans of Women will be symposia devoted to the topics, "Looking Toward a Permanent Youth Program" and "Integrating Guidance, Academic, Vocational, and Social."

The American College Personnel Association will stress actual accomplishments in college personnel work in the areas of personal counseling, educational counseling, gen-

eral placement, teacher placement, and records and research.

DEATH OF DR. TOUTON

When death came for Frank Charles Touton, vice-president of the University of Southern California, it put an end to the activities of a great educator who had been a junior college leader in southern California for several years.

As director of the Educational Program of the University since 1927, as dean of the College of Letters, Arts and Sciences since 1929, as director of the University Junior College since 1933, and as a professor of education continually engaged in teaching and research, he was well acquainted with the intricate problems, the exhaustive detail implied in the smooth functioning of organization; with indomitable energy and a keen, scientific intellect he sought the best, the most workable answers.

Dr. Touton began his services in education at the University during 1924-26 when he was appointed educational secretary to the President, later becoming director of the Educational Program. In 1933 he inaugurated the junior college plan at the University of Southern California and served as its director, with the assistance of Dr. P. A. Libby who is carrying on the work.

From 1911 to 1916 he was principal of Central High School and Junior College at St. Joseph, Missouri.

DEATH OF PRESIDENT VAUGHN

Samuel J. Vaughn, formerly president of Colorado Women's College

at Denver and of Hardin College for Women at Mexico, Missouri, at one time head of the department of industrial education at the University of Illinois, died on August 26 at the age of sixty-two years.

DR. ALLEN CHANGES

Dr. Edward J. Allen, director of the Seth Low Junior College of Brooklyn, N.Y., since its organization, has been appointed dean of the College of Arts and Sciences at the University of Maine.

CALIFORNIA SUPPORT

The announcement of the apportionment of state school funds for the fiscal year ending June 30, 1937, recently made by the California State Department of Education, shows apportionment of \$1,607,740 to the seventeen district junior colleges in the state. The basis of apportionment is \$2,000 per student and \$90 per student in average daily attendance the previous year. The total average daily attendance for 1935-36 was 17,486. The largest apportionment went to Los Angeles Junior College which, with an average daily attendance of 4,539, receives \$410,510 for the current year. Pasadena Junior College receives \$172,800, Sacramento Junior College, \$153,020, and Long Beach Junior College, \$114,410.

ANDERSON COLLEGE GROWTH

With its formal opening on September 18, Anderson College (South Carolina) began what promises to be one of the most successful years in its history. The launching of the financial campaign gives assurance of greater security for the school. Extensive improvements have been made on the buildings, making

them a source of pride to the students and community. The increased student body shows nine states and twenty-seven counties represented. Of the 247 students enrolled in Anderson College this year, 113 are boarding students and 134 are day students. The special departments, music, art, and speech, show a marked increase in enrollment. The present faculty and student body bring to the college representatives from the following states: North Carolina, Georgia, Tennessee, Florida, Alabama, New York, New Jersey, Maryland, Idaho, Minnesota, Missouri, and Ohio.

INTERPRETATION OF RELIGION

It is believed that Los Angeles Junior College is unique among public junior colleges in having a co-operative arrangement with neighboring colleges and universities to provide for an interpretation of religion to its students. University of Southern California, University of California at Los Angeles, and Los Angeles Junior College have joined in promoting a university religious conference. The junior college Religious Conference is a unique demonstration of what happens in a public educational institution when religion is brought in on the ground floor. The religious census of the students is taken accurately and quickly. Each semester there is a religious emphasis week. There is a faculty committee on co-operation with the religious groups for the fuller development of the personalities with which both groups deal. There is an organization of club presidents with the object of keeping the members of each group informed of the program and activities of the other

groups. Each semester there are some joint lectures or forums on topics like "The Modern Interpretation of Religion."

The lectures scheduled for the current semester are as follows:

Oct. 29—Dr. Carl Knopf, Dean of the School of Religion, U.S.C. (Methodist).

Nov. 5—Bishop Bertram Stevens, Bishop of Episcopal Diocese of Los Angeles.

Nov. 12—Rabbi Merfeld, of the Hollywood Temple.

Nov. 19—Bishop David H. Cannon of the Latter Day Saints.

Dec. 3—Miss Margaret Clark, Executive Secretary Y.W.C.A.

Dec. 10—Very Rev. Dr. Corcoran, President of Los Angeles Junior Seminary (Catholic).

The junior hostesses of the Religious Conference are a group of young women who have interested themselves particularly in the financial and social development program at the junior college. They work at the job of maintaining the building, assisting the secretary with the social program, underwriting some of the salary, and being advisers and friends to the students.

OAK PARK SUCCESS

Recent studies of the Oak Park Junior College, Illinois, are revealing as to the unusual development which has occurred in the three years in which the college has been operating. The academic standing of the school is revealed as excellent. This is shown in the fact that all students who have transferred elsewhere have had their credits accepted without examination, and Oak Park Junior College students

have transferred to more than thirty of the leading colleges and universities of the country. Out of a graduating class of twenty-four last spring, not only were all who applied accepted at other institutions, but these twenty-four students won ten scholarships at other colleges and universities, two at the University of Chicago, three at Beloit College, one at Northwestern University School of Commerce, and two at Central Y.M.C.A. College.

GROWTH AT BEULAH

The largest enrollment of regular students Beulah College (California) has ever had took place this semester. A total of eighty-three young people from fourteen states and countries registered during the opening days of school. One-half of the number are from California. Other states and countries represented are as follows: Kansas, 18; Ohio, 6; Pennsylvania and Iowa, each 3; Africa and Illinois, each 2; and Oklahoma, Oregon, Colorado, Arizona, Canada, and India, each one.

OLYMPIC CHAMPION

The athletic pages of the metropolitan and local papers took on a new interest for all of us this summer and we thrilled to the fact that Helen Stephens, "Our Helen of William Woods," was proclaimed "the fastest woman runner in the world" at the Olympics held in Berlin, Germany. We have multiple reasons for being proud of her, for her qualities of friendship and studiousness are in line with her sportsmanship and while she has won distinction and laurels by the dozens, in Europe, Canada, and the United States,

she has returned to us—the same unspoiled, modest, and loyal young woman who was a junior in William Woods last year.—*Echoes from the Woods*, published by William Woods College, Missouri.

NEW MEXICO REORGANIZATION

The University of New Mexico has reorganized its first two years of undergraduate work by establishing a General College and distinct upper and lower divisions in the College of Arts and Sciences. The General College is designed mainly to take care of the irregular programs of people not working toward a degree, but the college has, in addition, regular two-year curricula, including several with special vocational emphasis. Admission requirements are the same, however, as for all other colleges. The lower division of the College of Arts and Sciences has been set up under separate administration in order to stress the more efficient handling of first- and second-year students, with special emphasis upon personnel work and good teaching. Jay C. Knode, formerly dean of men, has been made dean of the General College and also dean of the lower division.

COLORADO GROWTH

To meet the constant growth at Colorado Woman's College, which has continued even during the depression years, a group of Denver's business and social leaders are guiding a project which will result in the construction of a new dormitory to match Foote Hall. Dormitory students were turned away for the first time this fall and it will be necessary to establish a waiting list after the Christmas holidays.

Colorado has the heaviest representation in the student body this fall with Wyoming and Nebraska next. This year the College's territory for enrollment has been extended into Oklahoma and Texas. A partial list of the other states represented includes Kansas, New Mexico, South Dakota, Montana, Arizona, Idaho, Pennsylvania, Utah, Nevada, and Michigan.

OREGON BUILDING DEDICATED

Dedicatory exercises for the new administration building of the Oregon Normal School and Junior College at Monmouth were held October 26. Those on the program were President Willard L. Marks, Mrs. Beatrice Walton Sackett, Dr. B. F. Irvine, and Mr. F. E. Callister of the Oregon State Board of Higher Education; Dr. Frederick M. Hunter, chancellor of the State System of Higher Education; and Dr. B. D. Dagwell, bishop of the Diocese of Oregon. A fireproof structure, the building houses the administrative offices, providing laboratories for biological science and psychology as well as general classrooms for the institution. The building is one of eight new structures built on the six campuses of the Oregon state system of higher education during the past two years at a cost of \$1,500,000.

GROUND-BREAKING CEREMONIES

Ground-breaking ceremonies inaugurating the \$573,700 building program of Los Angeles Junior College occurred October 16. Rosco C. Ingalls, director of the Junior College; Marty Warshafsky, president of the Associated Students; and Charles Genuit, representing the Alumni Association, acted as official

representatives of the College. Dr. Willard S. Ford, chief deputy superintendent, opened the program with a short speech; Judge George McDill, former president of the Board of Education, represented that organization; A. S. Niebecker represented the business management of the Board of Education, J. J. Allison the architects, and J. Hepinstall the firm of contractors.

Initial buildings to be erected under the revised program are the science, chemistry, and library units. These will be ready for occupancy by September 1937, at the latest. Other buildings are scheduled to follow at the rate of one or two annually until the campus is completely rebuilt by 1946. The program is so planned that at no time will classes be held in tents or temporary structures.

TESTS OF HEARING

Hearing tests given at the San Mateo Junior College (California) last year showed 31 out of 747 students having some impairment of hearing. These students and their teachers were notified at once, so that necessary treatments might be secured and school adjustments made. Audiometer tests were given again to the junior college students in October 1936. Only new students, not recently tested elsewhere, and those having some hearing impairment, were asked to take the test, although others were permitted to do so.

PLACER JUNIOR COLLEGE

The California State Board of Education on July 7, 1936, authorized the formation of a new junior college at Auburn, California, as an integral part of the Placer Union

High School District. Before the college could be organized, however, the high-school district budget providing for the junior college had to be approved by the State Board of Equalization, since it exceeded the statutory limit in amount. This the State Board refused to do without a referendum vote of the people of the district. On August 12 the referendum election was held, in effect a test vote upon the establishment of the junior college, and the budget was approved by an overwhelming majority of more than five to one.

With only 19 days in which to organize before college opening, an enrollment of forty to fifty would have been considered very good. The first week's enrollment, however, was over ninety and the total enrollment at the end of the first month was more than a hundred. Dr. John H. Napier, Jr., formerly District Superintendent of Schools at Emeryville, California, is acting as principal of the high school and dean of the new junior college.

TECHNOLOGY PUBLICITY

Planned to publicize the technology department, a magazine, entitled *A Technical Education*, was issued during the summer by the guidance department of Pasadena Junior College, California, under the editorship of Dr. A. M. Turrell, counselor.

It has been mailed to every male graduate of the technology departments of the high schools in surrounding cities, for the purpose of interesting them in what Pasadena's technology department has to offer. It has also been sent to former Pasadena students of technology.

It is planned to mail a copy to every industrial employer in southern California. It will serve thus to

introduce the work of the technology department, and the students who graduate from it, to possible employers.

One thousand feet of movie film have been taken of the students at work in the tech shops to aid this publicity work. This movie is to be shown in junior high schools throughout the city to give the students an idea of what they may expect from the technology department.

FOREIGN LANGUAGES

Miss Grace Bird, of Bakersfield Junior College, California, is author of an article in the *California Journal of Secondary Education* for April, "Foreign Languages in California Junior Colleges." It is based upon information furnished her by twenty-seven public junior colleges in the state. The following extracts are taken from this article:

Of the twenty-seven junior colleges counted, three teach five foreign languages: Latin, French, German, Spanish, Italian; five others teach all of these languages except Italian; ten teach three languages: French, German, Spanish; six, two; three but one. French is taught in twenty-six of the twenty-seven junior colleges, German in twenty-four, Spanish in twenty-one, Latin in eight, Italian in three.

During the current year, Los Angeles offers separate courses for certificate and semiprofessional students in all five languages. Long Beach does likewise with French and Spanish, and Ventura offers Spanish. One wish of foreign language teachers, which is expressed over and again, is that administrative provision be made to have enrolled in separate classes students who expect to continue with advanced study in the language, and students who expect to complete only the elementary year course in college.

Among a dozen or more problems reported by teachers, as being the most difficult faced in trying to achieve their established aims, the six most frequently named are: (1) too wide a range of student ability in the same class; (2) student lack of adequate background in English grammar and language; (3) student apathy (also described as "indifference to a required subject" and "no desire to learn language for any lasting value or skill but only for units"); (4) limited opportunity to meet the language, written or spoken, outside the classroom; (5) certificate course requirements too ambitious to be mastered without high mortality of enrollment; (6) the overcrowded life of the average student.

WHAT DO STUDENTS READ?

Treason on the high seas, an economist's view on bargain counters, and honest information concerning bogus products on the market confront the literary tastes of the college men and women of Los Angeles Junior College. Careful statistics taken over a period show by student demand *Mutiny on the Bounty*, by Charles B. Nordhoff and James N. Hall; *Your Money's Worth*, by Stuart Chase, and *100,000,000 Guinea Pigs*, by Arthur Kallet and F. J. Schlink have been acclaimed the three most popular books desired for overnight reading, reports Miss Gladys Green, librarian of Los Angeles Junior College.

In a recent survey for library statistics concerning the monthly college circulation of all classes of literature, the following comparative figures show poetry, plays, and oratory lead with a circulation of 1,106; economics, sociology, political science, 889; and history, 847.

Figures taken for a period of 17 days show that a daily total of 444

books are withdrawn from the library for overnight studies. A steady circulation of 924 books of all types of literature are used daily by the college students for preparatory work. Statistics taken for the hour report that 168 books are circulated.

Later statistics taken over a period of 18 days of the latter part of 1935 disclose that the study of sociology ranks first with a circulation of 1,105 books, magazines, and pamphlets; history second, 970; literature third, 927; and useful arts, 925.

Other classes showing a heavy circulation are philosophy, 845; science, 783; fiction, 783; current periodicals, 390; fine arts, 360; biographies, 237; travel, 334; and language, 55.—Los Angeles Junior College *Collegian*.

JUNIOR COLLEGE AN ASSET

Following is an editorial which was published recently by the *Colton Courier* (California) praising the college and its executives:

As taxpayers of the United States we have a reasonable right to expect good educational advantages for our children, that is, schooling during their grammar school and high-school years. After that, it is largely a matter of family finances whether or not the education is continued.

Fortunately, there are ways in which to bridge this seeming hopeless chasm of financial inadequacy in many instances and even the poorer students are enabled to have a college education, if they have sufficient physical strength and mental endurance to work and study at the same time.

It would be difficult to evaluate the worth of the San Bernardino Valley Junior College to the young folks of this community to say nothing of the scores of students who are attracted

here from other parts of California and other states by the high rating accorded the local institution.

We should not allow ourselves to overlook this fact for a moment, because this institution is in reality a mill through which we are grinding out finer human products for the nourishment of a greater populace in the future when even keener intellects, more clever scholars of economics, and men and women of greater vision and acumen than we now have shall be needed.

We should be proud—very proud of our junior college and those brilliant men and women who, under the direction of President Ricciardi, guide the destinies of our young people.

KANSAS CITY DISCONTINUED

The Kansas City Board of Education has voted to discontinue the junior college, operated experimentally since 1930, in connection with the Northeast High School. In a period of three years students have covered the ground of the customary junior and senior years in high school and the first two years in college. They have gone directly into the junior classes of universities. Members of the Board of Education argued that the students reached advanced studies at too early an age. They also pointed out that the city provided junior college work in its regular junior college.

YEARBOOK COMMITTEE

The thirty-sixth yearbook of the National Society for the Study of Education, planned for publication in 1937, will be devoted to a study of reading. Among the members of the committee working on its preparation are B. Lamar Johnson, of Stephens College, Missouri, and Vera L. Paul, of Whitworth College, Mississippi.

Reports and Discussion

NATIONAL PANHELLENIC MEETING

The twenty-third annual meeting of National Junior College Panhellenic was held at the Medinal Club in Chicago on August 22. Edward R. McGuire, Phi Sigma Nu, presided as chairman. Other representatives in attendance were Miss Esther McBride, Eta Upsilon Gamma; Mrs. Anthony E. Bott, Sigma Iota Chi; Miss Birdie McMillen, Theta Tau Epsilon; Miss Helen Froelich, Zeta Mu Epsilon; and Miss Dorothy Knappenberger, Kappa Delta Phi. The Council welcomed Miss McMillen of Memphis, Tennessee, who is replacing Miss Virginia Wiseman as representative of Theta Tau Epsilon.

Significant among the accomplishments of the meeting was the decision to publish in the near future, under the direction of the chairman of College Panhellenics, a Panhellenic sponsors' manual to provide instructions and suggestions for the sponsors of local Panhellenic organizations. In the opinion of the Council there is a real need for such a manual in the junior college field due to the rapid turnover in student personnel and the fact that the sponsor serves as one of the principal stabilizing agents.

The Council voted to offer an award to the college Panhellenic sending in during the coming year the best account of a Panhellenic project developed on the campus for the good of the school as a whole.

Reports were given on the work of the committees and of the member organizations for the past year. Four of the groups, Eta Upsilon Gamma, Zeta Mu Epsilon, Theta Tau Epsilon, and Kappa Delta Phi, reported national conclaves held during the past summer.

In accord with the policy of National Junior College Panhellenic to ro-

tate officers of the organization, Miss Esther McBride will serve as chairman during 1936-37, and Mrs. Anthony E. Bott will serve as secretary-treasurer. The committee chairmen are as follows: Eligibility and Nationalization, Miss McBride; Scholarship Standards, Mrs. Bott; College Panhellenic, Miss Birdie McMillen; Publicity, Miss Dorothy Knappenberger; Social Conditions on College Campuses, Miss Helen Froelich; and Alumni Relations, Mr. Edward R. McGuire.

The next annual meeting of National Junior College Panhellenic will be held in St. Louis in August, 1937.

DOROTHY KNAPPENBERGER
TULSA, OKLAHOMA

NORTHERN CALIFORNIA

Floyd P. Bailey, president of Santa Rosa Junior College and president of the Northern California Association of Junior Colleges, was in charge of the October meeting of the Association, which was held at Stanford University. The highlight of the convention was the panel discussion led by Dr. Grayson N. Kefauver, dean of the School of Education of Stanford University. Dr. Kefauver in his address on "Curriculum Reconstruction in the Junior College" previous to the panel discussion said:

In educational programs, too little attention has been given to learnings other than knowledge. More recognition should be given to other aspects of the life of students; for example, his interests, values, mental health, and so forth. The junior college is the new institution that can serve these new educational needs, as they are staffed by people with a somewhat unique training and experience closely identified with the life of the community. As a result they are responsive to public need. Certain obstacles do retard curriculum development. Among

these are the pressure which is brought to bear on the institution to duplicate courses in higher institutions to which students will later transfer; the struggle of all members of the educational family to attain academic status for they have a greater feeling of security when the college or university program is duplicated. . . . A more dynamic and creative conception is needed in this period of rapid change; major trends should be noted; contemporary life should be examined and appraised; potentialities should be defined; and ways of improving individual life and social conditions should be studied. There should be an expansion of the content of the various subject fields for narrow academic subject divisions not in harmony with life situations faced by students are to be criticized. Many junior college educators are meeting the challenge by broadening the subject fields; materials from a variety of fields are being used to provide a "whole" consideration of problems. New courses are being organized in terms of student problems in contrast to logical subject matter as the basis of organization.

Following the address a group of educators representing different professional fields participated in the panel discussion. They were Dr. Dwight C. Baker, administration, Modesto; Dr. Ira W. Kirby, business education, State Department; Dr. Harry E. Tyler, counseling and guidance, Sacramento; Mr. E. E. Sandys, English, San Francisco; Mr. W. H. Orion, health education, State Department; Mrs. Margaret Chryst, language, Williams; Dr. Vern James, mathematics, Menlo; Mrs. Edna Barr Love, music and art, Modesto; Mr. F. D. Klyver, natural sciences, San Mateo; Mr. Ward Austin, practical arts, Marin; Dr. Isaac J. Quillen, social sciences, Stanford; Mr. John P. Gifford, trade and industry, San Francisco.

At the luncheon meeting at which Dr. William M. Proctor, Stanford University, was chairman, Dr. Harold C. Hand of the Stanford School of Education, gave an address on "The Junior College and Training for Citizenship in a Democracy."

Dr. Merton E. Hill, director of admissions at the University of California, gave an exceptionally fine summary of the entire meeting. Music for the luncheon meeting was furnished by the students of the San Mateo Junior College, Miss Claire Hewitson, soprano, and Mr. Paul Livesay, tenor.

At the business meeting Mr. J. Evan Armstrong, president of Armstrong College, Berkeley, California, was unanimously elected president of the Association. Harry Tyler, dean of Sacramento Junior College was chosen vice-president, and Roland K. Abercrombie, of San Mateo Junior College, secretary-treasurer. The committee recommended the re-election of the four commissioners to serve with President Armstrong this year. They are: Paul Mohr, of San Francisco Junior College, who will direct athletic activities; Belle Cooledge, of Sacramento Junior College, in charge of women's affairs; Edna Barr Love, of Modesto Junior College, commissioner of fine arts; and Harlen M. Adams, of Menlo Junior College, as commissioner of forensics.

ROSALIE WINSLOW

ARMSTRONG JUNIOR COLLEGE
BERKELEY, CALIFORNIA

CHICAGO JUNIOR COLLEGES

The special committee of the North Central Association appointed to supervise the work of the three Chicago junior colleges, consisting of George A. Works, chairman, Thomas E. Benner, and Ernest O. Melby, made a report at the last annual meeting of the Association from which the following extract is taken:

In the report made a year ago a description was given of the curriculum, methods of instruction, and the examination procedures. Little, if any, change has been made in any of these phases during the past year, except that with respect to each, there is evident a better understanding of them on the part of both students and faculty, with the result that the work as a whole is moving forward more smoothly and effectively.

In the report made last year to this body educational counseling, the desirability of going outside the city system for some faculty members, and the development of library facilities were stressed. In each of these phases progress has been made during the past year, but it has been pointed out to those in the Superintendent's office that with respect to each there is opportunity for further progress. Especially is this true of the educational counseling.

Your committee has transmitted another suggestion to the Superintendent's office, viz., that someone in the central office be charged with the responsibility of giving more intensive and continuous consideration to the problems of these institutions with their thousands of students. They are not only large but they present a wide range of new problems that are worthy of careful study by an individual who is thoroughly familiar with the problems of the junior college.

In closing this report, your committee wishes to comment on the marked improvement in spirit and in the atmosphere that characterizes the institutions as contrasted with a year ago. The colleges evidently are gaining in appreciation on the part of both students and faculty.

EMERGENCY COLLEGES

A recent Bulletin from the United States Office of Education, *Education for Those Out of School*, by H. B. Swanson, devotes several pages to detailed reports on emergency junior colleges in different parts of the country. Information concerning many of these in Michigan, New Jersey, Connecticut, and other states have already been published in the *Journal*. The following extracts give further information concerning some of these recent variants of the junior college and Mr. Swanson's comments concerning them:

Martinsville, Indiana.—A provision was made whereby the local high-school faculty offered instruction equivalent to that of the freshman year in college for 24 of its graduates. These students take the semester examinations with classes at Indiana University at Bloomington, about 20 miles distant. The university grants

credit for this work. A fee of \$75 per student is charged.

North Braddock, Pennsylvania.—Scott College is an evening school providing university credit courses on the junior college level for high-school graduates who wish to continue education but are unable to pay tuition charges. In 1933 the superintendent of schools realized the need of something to fill the leisure time of young people. An arrangement with the chancellor, dean, and heads of departments of the University of Pittsburgh has made possible a plan for courses giving college credit, taught by three instructors formerly at the university. Relief funds financed the instruction, while the North Braddock Board of Education provided room in the high-school building.

Carthage, Missouri.—As a part of the emergency adult education project, regular academic or liberal arts courses are provided on the junior college level, under the direction of the superintendent of schools. In addition, certain professional courses are accredited as junior college courses by the University of Missouri on the same basis as those of regular junior colleges. Persons completing 60 semester-hours of junior college work are prepared for positions in the rural schools and are reported to be quite successful in securing positions. College buildings abandoned by the Missouri Conference of the Methodist Church are used. Seventy-three young people were enrolled in 1935.

Greenville, Ohio.—Miami University, located in Oxford, Ohio, offers junior college work to any community within a 50-mile radius where the demand is sufficient to justify the travel of professors. Twelve young people in Greenville completed the first year's work. Each paid a tuition fee of \$150 for the year, which merely covered the expenses of instructors. The local board of education furnished classrooms. Those who took first-year work at Greenville have matriculated for advanced work in different colleges and universities.

The foregoing types of emergency junior colleges as indicated both by enrollments and by statements of persons familiar with their operation are meeting the need of a considerable number of young people to continue with their general education. Reports indicate that many students, upon completing the work of the

emergency colleges, are able to continue in the established colleges as advanced students. While these schools represent temporary measures to meet an emergency situation, some undoubtedly constitute the start of a new unit of service to be continued as a part of the community educational program. Primarily an expedient to enable young persons to continue with college education, these emergency colleges serve a relatively small percentage of the youth of the community. The curriculums are, for the most part, limited. Some directors of these programs indicate that a much greater number of young people could be served through the introduction of more practical courses, thereby furthering the vocational preparation of out-of-school and unemployed young people. State departments of education are in a position either to assist communities with the establishment of emergency colleges or to direct communities to sources of help.

ELDORADO TRANSFERS

A recent investigation of Eldorado Junior College graduates showed that 108 of them, transferring to four-year colleges and universities after completing work at Eldorado Junior College, lost little or no credit on transferring. These transfers did work in the four-year colleges comparing very favorably with their junior college work. Sixty of them did approximately as well or better in senior college work. The average grade index for the group was 1.76 points per hour in junior college and 1.67 in senior college. A drop of less than one-tenth of a grade point on transferring is evidence of reasonably good quality of junior college work.

Forty-one of the 108, all for whom complete transcripts were available, who transferred to and graduated from four-year colleges were checked as to the grade index in junior college and senior college. The comparison showed 1.74 points per hour in junior college and 1.71 points per hour in senior college—a difference of .03 against the junior college. Such a slight variation means little.

Of those transferring to the University of Kansas, 21 were checked. They had a grade index of 1.76 in junior college and 1.62 at the University. A comparable check of the 21 who transferred to Kansas State College showed a grade index of 1.67 in junior college and 1.65 at Kansas State.

A check of the 39 transferring to miscellaneous colleges, mostly denominational, showed a junior college index of 1.89 and a senior college index of 1.73. The 27 who went to state teachers colleges had a junior college index of 1.64 and a senior college index of 1.70.

These data show that Eldorado Junior College graduates make good as they go on for their senior college work in all kinds of colleges and universities. We may be justly proud of the record of our graduates.

EARL WALKER, *Dean*

ELDORADO, KANSAS

ROCHESTER JUNIOR COLLEGE

The following extracts are taken from the annual *Report of the Dean and Registrar 1935-36* of Rochester Junior College, Minnesota, which was issued in mimeographed form in August.

The junior college movement.—Local pride and enthusiasm had led to the organization of junior colleges in some communities not having the resources to support a junior college. Most of the discontinuance of junior colleges has been in such communities.

The need in most states today is legislation which will assist communities in organizing junior colleges and at the same time provide for adequate standards. At the spring meeting of the Minnesota Junior College Deans' Association a committee was appointed to make a study of such legislation for Minnesota.

Social and economic forces are placing a strain on our educational institutions. This is particularly true at the senior high school and junior college levels, where in the past young men and women have taken their places in the economic life of the community. These opportunities have to a considerable extent disappeared and

there is little hope for their return. It seems that our educational institutions at this level should readjust and expand to meet more adequately these conditions. Society has created these conditions and it should, if possible, remedy them instead of offering the young people as a sacrifice to our economic readjustment. Society will no doubt look to the junior college to carry much of this burden.

Experience of faculty.—The present policy is to engage no instructor without teaching experience on the college level. All but one of the full-time instructors had college experience before assuming their duties with the Rochester Junior College. The experience of the faculty in junior college work varies from one to fifteen years. The average tenure of the faculty in Rochester Junior College is six and five-sixths years, with a median of seven years.

Student success.—How do the students who come to Rochester Junior College compare scholastically with other members of their respective graduating classes? That is, do the offerings at Rochester Junior College tend to attract students of low caliber or is the curriculum drawing the more capable? This question can be answered by the fact that 55 per cent of the students enrolled during the school year 1935-36 came from the upper fourth of their high-school classes, while less than one-half of the students were distributed among the lower three quartiles. If high-school percentile is a valid criterion upon which to base judgment, this would appear to indicate that the student body, on the whole, is academically minded and should do well in the studies which they select, other factors being equal.

The Library.—The sunny, homey atmosphere which pervades the enlarged library quarters together with the varied and up-to-date books and magazines which are accessible to the students makes for almost constant use of the fifty chairs. This library is an invaluable asset to the students, for it is here where they come in contact with types of information obtainable in a library as well as methods of finding what is wanted. The librarian keeps a record of the books circulated during the period—not only as to number but also as to class. At the end of each day a summary is recorded of the total number circulated during the day and of

the number in each class, such as philosophy, history, literature. These data afford interesting comparisons with the circulation of last year. This study was made on the basis of the first ten weeks of each year, because circulation for 1934-35 was available for that period only.

	1934-35 No. of Books Removed	1935-36 No. of Books Removed
<i>For week ending:</i>		
September 15....	282	498
September 22....	216	310
September 29....	158	395
October 6....	175	467
October 13....	192	451
October 20....	178	268
October 27....	197	324
November 3....	133	365
November 10....	188	375
November 17....	197	384
	1,916	3,837

	1934-35	1935-36
<i>Average books removed</i>		
Per day	38	77
Per student	13	22
Per woman	15	21
Per man	11	24
Per sophomore	21	34
Per freshman	10	17

CURRICULUM BUILDING¹

The San Bernardino Valley Junior College is carrying into effect progressively a procedure for curriculum building which can best be presented, briefly, in terms of five steps.

1. In the first step the aims of the junior college are formulated. These aims are now set forth in the junior college catalogue. They are the product of thinking together in faculty meetings. They indicate quite clearly that the junior college is thought of as society's organized agency to which has been assigned the important responsibility of educating the whole person. Every curriculum, therefore, should be an orderly and logical arrangement of

¹ Brief statement of methods of curriculum building in the San Bernardino Valley Junior College prepared for the annual meeting of the California Federation of Junior Colleges.

courses in which are provided experiences that help to make the person who completes it satisfactorily a more useful member of society, a more efficient individual in dealing with the realities of life, and better able to get genuine satisfaction out of living.

2. The second step in the procedure is the development of an acceptable statement of objectives for each field of knowledge included in the program of studies of the junior college. The immediate responsibility for the development of such statement, and for the building of curricula for each field of knowledge based on such statement and in keeping with the aims of the college, is assigned to a division under the leadership and direction of a chairman. The method followed in preparing a statement of objectives for each division is to have the chairman prepare what he deems to be an acceptable statement of objectives, and then present it at a faculty meeting for discussion, constructive criticisms, suggestions, and revision. The final statement is formulated in the light of these reactions.
3. The third step is actually to build curricula based on the division objectives and the aims of the junior college with the placement of courses in logical and orderly sequences so as to assure a unified plan with which to aid in educating the whole person. The appropriateness of and the need for a survey course in each curriculum is given earnest consideration.
4. The fourth step is to develop criteria for evaluating each curriculum. The reports which the junior college now gets from the universities constitute a definite measurement of the value of curricula which are intended to fit students for advantageous entrance to higher institutions. But these university curricula should have, in fact have, other values; and criteria should be developed to ascertain to what degree

they are being realized. One criterion for evaluating the non-university curriculum is the degree of success achieved by the student in gainful employment; but such curriculum should have objectives in addition to that of fitting the student for vocational efficiency. Criteria should be developed, therefore, with which to determine to what degree other objectives are being realized.

5. The fifth and last step deals with the building of curricula for adults. This responsibility is to be carried out through a special division utilizing the procedure of the other divisions.

The curriculum-building plan is one based upon the conviction that curriculum making is a continuous co-operative enterprise which from time to time requires the services of specialists in consultant capacity. Periodically, scientific evaluations should be made by thoroughly qualified persons. But administrators should assume leadership in such important co-operative enterprise, guided by the clear realization of the fact that the whole person needs to be educated.

In the plan, curriculum is considered an orderly arrangement of experiences directed toward the development of the whole person with emphasis on integrated personality, the ability to intellectualize rather than emotionalize experiences, and the ability to know how to become adequate when the feeling of inadequacy possesses one. With that concept of a curriculum, the junior college program of studies should include curricula intended to help persons to develop the ability to do efficiently these two things: first, make useful contributions to the society in which they have their activities; and, second, adjust themselves harmoniously to their environment, to new situations, and to changing conditions. The program of studies should provide, also, adequate curricula for those students who are planning definitely to continue their studies in institutions of higher learning.

Judging the New Books

BERNARD L. JEFFERSON and WILLIAM D. TEMPLEMAN, *A Freshman Guide to Writing*. Doubleday, Doran. Garden City, New York. 1935. 614 pages.

This text gives instruction in expository writing simultaneously with instruction in mechanics, diction, and sentence structure. It makes an especial appeal to the common sense of the student. The emphasis throughout is on exposition.

CARTER V. GOOD, A. S. BARR, and DOUGLAS E. SCATES. *The Methodology of Educational Research*. Appleton - Century, New York, 1936. 882 pages.

This is an up-to-date and comprehensive treatment of the methodology of educational research which offers an integration of the several methods of research into one inclusive pattern. It is designed for the guidance of field workers, for use as a text in courses on methods of educational research, and as a reference for administrators and teachers who are interested in the experimental study of education. Using numerous illustrations, the book explains with clarity and thoroughness the more important principles which underlie successful research procedure in education. It begins with an introductory discussion of scientific method and then considers the preliminaries to research. After this it systematically classifies investigational procedures; discusses the major approaches to problem solving in education; describes the

various instruments used for the collection of data; deals fully with the analysis and interpretation of data, formulation of conclusions and generalizations, writing of the research report, and evaluation of educational writing and investigation; and gives adequate attention to the training and supervision of research workers. An important feature is its voluminous bibliography.

MAYME LOGSDON, *A Mathematician Explains*. University of Chicago Press, Chicago. 1935. 175 pages.

This is another of the "New Plan" textbooks at the University of Chicago. It is suitable as a text or reference for advanced high-school, college, and junior college classes.

According to Mrs. Logsdon, the author, the purpose is "to serve as an eye-opener for the adult who knows no mathematics beyond elementary algebra and geometry but who has a healthy curiosity concerning the science whose development has made possible this age of the machine . . . to look carefully into the nature of the science which is commonly labeled 'abstract' and 'deductive' and show that these descriptive terms need not imply that behind them lies mystery and difficulty of comprehension, but rather beauty, elegance, and above all orderliness and simplicity."

The chapters on arithmetic, algebra, geometry, and trigonometry are largely historical, showing types of practical problems which led to advances in mathematics.

The real number system is built up logically on the basis of four postulates with no recourse to the intuition, to counting, or to association with objects. The chapters on analytical geometry and the calculus explain the underlying ideas in these modern fields of thought. The last chapter, by Gilbert A. Bliss, discusses non-Euclidean geometries and the special and general theories of relativity.

WILLIAM F. THRALL and ADDISON HIBBARD, *A Handbook to Literature, With an Outline of Literary History, English and American*. Doubleday, Doran, Garden City, New York. 1936. 579 pages.

This is a reference text for students of literature. The first part is an alphabetically arranged list of literary and rhetorical terms with explanations ranging from a brief paragraph of definition to several pages of critical or historical comment. These discussions include the types, the forms, and the traditions of literature. Nearly a thousand terms are described.

The second part is a chronological outline of English and American literature with terse characterizations of the successive literary periods in both countries. The outline starts with the earliest times and extends through the year 1930.

These features recommend the book for use in both period and survey courses.

DONALD R. TAFT, *Human Migration—A Study of International Movements*. Ronald, New York. 1936. 590 pages.

This volume is a forward-looking textbook which presents human migration from an international viewpoint. It is somewhat unique be-

cause, in contrast to some earlier treatments, it emphasizes the influence of migration on cultural progress, and views as temporary the disturbing effects. The author sees migration as a device for cultural change and stimulation without violence in fields largely untouched by other culture contacts. Stress is placed on migration to the United States. Briefer discussions are given other representative movements, the work of the League of Nations and other organizations affecting migration, and use of international methods of control. The book explains attitudes and policies resulting from true and false conceptions of the effects of migration, and despite current nationalism, suggests an internationally controlled migration policy.

RICHARD T. LAPIERE and PAUL R. FARNSWORTH, *Social Psychology*. McGraw-Hill, New York. 1936. 504 pages.

This is an elementary textbook giving a refreshingly new and interesting treatment of the major problems and concepts of and experimental approaches to the field of social psychology. Based on the central thesis that social behavior is an outgrowth of interaction between individuals, the book attempts to unify the sociological and psychological approaches to the subject. Special attention is given to the latest contributions of psychology and sociology.

The five parts into which the twenty chapters are grouped deal with the nature of the individual and of society, the processes of socialization, the human personality, personality differentiations, and the situational nature of social behavior.

Bibliography on Junior Colleges*

3047. VALENTINE, P. F., "Philosophy in the Small College," *School and Society* (February 8, 1936), XLIII, 200-202.

Includes discussion of the adaptation being made of philosophical courses in "some of the leading junior colleges."

3048. VAN PATTER, V. E., "Junior College Work in the State Teachers Colleges," *Educational Administration and Supervision* (January 1936), XXII, 51-60.

An effort to answer the question: "What is to be the relation between the teachers college and the answer which the state is to make to the very evident demand for increased junior college opportunities?" Based in large part upon a study of the catalogues of 133 four-year teachers colleges.

3049. WILLIAMS, IRENE, "Junior College Libraries Round Table," *American Library Association Bulletin* (September 1935), XXIX, 624-29.

Report of the Denver meeting. Abstracts of papers by Edna Hester, Charles E. Rush, Flora B. Ludington, and Helen Butler.

3050. WRISTON, HENRY MERRITT, "The Integrity of the College," *School and Society* (February 8, 1936), XLIII, 183-93.

Address of the President of the Association of American Colleges. Includes some consideration of the junior college in its relationship to four-year colleges.

3051. ZAVATT, JOSEPH C., "Citizens Committee for a County College: Report of the Fact Findings Committee," Garden City, New York (June 15, 1936), 30 pages (mimeographed).

A survey analyzing the conditions and leading to recommendations for the es-

tablishment of a public junior college in Nassau County, New York.

3052. AGEE, FOREST JACK, "A History of the El Paso Junior College," Austin, Texas, 1936, 114 pages.

Unpublished Master's thesis at the University of Texas. Gives a brief history of the El Paso school system as a background. Outlines efforts to establish a private junior college in the city and the beginnings of the public junior college with detailed history of the school until its consolidation with the State College of Mines and Metallurgy.

3053. BECK, JAMES L., "Some Advantages of a Public Junior College to a Community," *Oak Leaves* (October 1, 1936), LVI, 55.

Points out that the junior college renders service along three lines: professional or preprofessional courses, two-year liberal arts course, and completion courses.

3054. BENNER, THOMAS E. (Chairman), "In the Gary Junior College," *North Central Association Quarterly* (October 1936), XI, 173.

Report of special committee of the North Central Association.

3055. BLAKE, N. R., "Is a Public Junior College Needed?" *The Oakparker* (October 2, 1936), LII, 26, 31.

Based upon the experience of the author in the junior college of Bergen County, New Jersey. "Junior colleges can contribute and are now contributing valuably and constructively in areas already served by progressive and high-grade four-year colleges."

3056. BOEHMER, FLORENCE E., "More Steps Forward at Cottey," *P.E.O. Record* (September 1936), XLVIII, 14, 18.

Announcement of plans for progress at Cottey College during the current year.

3057. BOEHMER, FLORENCE E., "The Faculty and Staff of Cottey College," *P.E.O. Record* (October 1936), XLVIII, 10, 18.

Brief academic histories of the members of the college faculty.

* This is a continuation of *Bibliography on Junior Colleges*, by Walter C. Eells (United States Office of Education Bulletin [1930], No. 2), which contained the first 1,600 titles of this numbered sequence. Assistance is requested from authors of publications which should be included.

3058. BUROS, OSCAR K., *Educational, Psychological, and Personality Tests of 1933, 1934, and 1935* (Studies in Education, No. 9, Rutgers University Bulletin), Rutgers University, New Jersey, July 1936, 83 pages.

A bibliography of 503 recently published tests for which following information is given, as far as possible: Title, description, date, type, number of forms, cost, time, author, publisher, and references. Includes publishers' directory and index, index by titles, and index by authors. Contains many tests suitable for junior college use.

3059. EVENDEN, E. E., "Some Contributions of a Junior College," *School and Society* (August 8, 1936), XLIV, 168-74.

Address given at the inauguration of Eugene S. Briggs as president of Christian College, Missouri. "This list of seven fields of education service, namely, the preparation of leaders, the vitalizing of religious experiences, the development of intellectual independence, the improvement of instruction, the elevation of the level of general culture, the re-establishment of the American home and the building of vocational curricula on the junior college level is not intended as a complete catalogue of the services open to all junior colleges—public and private, nor is it intended as a complete list for Christian College—an outstanding example of a denominationally established junior college. . . . The only justification for presenting these fields of service is to bring them into bolder relief in the hope that their discussion may result in an increase in their relative importance or suggest a change of emphasis or a shift in the method of attack which will challenge your consideration as you enter upon another period of growth under the stimulating leadership of the man who is today being inaugurated as your new president."

3060. FORD, NICK AARON, "The Negro Junior College," *Journal of Negro Education* (October 1936), V, 591-94.

Considers the relative opportunities of whites and Negroes for junior college education in 16 states, summarizes the development of Negro junior colleges, and suggests their advantages and possibilities.

3061. GODDARD, R. W., and MRS. HAZEL CREAL, *Report of the Dean and Registrar, 1935-36*, Rochester Junior Col-

lege, Rochester, Minnesota, 1936, 33 pages (mimeographed).

Topics treated: The junior college movement, administration, faculty, counseling and guidance, NYA studies, student personnel, statistical studies, and the library.

3062. GREENLEAF, WALTER J., "Junior Colleges," U.S. Office of Education, *Bulletin*, No. 3, 1936, 86 pages, 5 tables, 1 figure, bibliography of 14 titles.

Extensive analysis of 441 returns received from a special inquiry blank sent to all junior colleges in the country. For review, see *Junior College Journal* (January 1937).

3063. HAMPTON, W. O., "Supervision of the Junior College Division of the University of Georgia System," *High School Journal* (April 1936), XIX, 113-19.

3064. HARBESON, JOHN W., "The Pasadena (California) Plan of Junior College Education," *Oak Leaves* (September 3, 1936), LVI, 18.

An outline of the chief features of the four-year unit plan at Pasadena.

3065. JACKSON, DOYLE D., "Interesting Features of the New Education Expressed in American Colleges," *Texas Outlook* (September 1936), XX, 45-46.

Includes an outline of nineteen points characteristic of the work at Stephens College, Missouri.

3066. JONES, DENIS T., "The Academic Status of the Junior College Transfer in the Colleges of Liberal Arts and Commerce of the State University of Iowa," Iowa City, Iowa, 1935, 90 pages, 37 tables, 11 figures, bibliography of 16 titles.

Unpublished Master's thesis at the University of Iowa. Based upon comparisons of records of 387 junior college transfers with those of 283 "native" Iowa students. Shows that students from junior colleges may be expected to do as well in the University as those who have had their full course in it. Students from public junior colleges do slightly better than those from private institutions. Comparisons are made with similar studies in California and elsewhere.

3067. JUDD, CHARLES H. (Chairman), "At Kansas City, Missouri," *North Central Association Quarterly* (October 1936), XI, 174-75.

- Report of special committee of the North Central Association.
3068. KEFAUVER, GRAYSON N., and GORDON N. MACKENZIE, "Selected References on the Organization of Secondary Education," *School Review* (October 1936), XLIV, 620-26.
- Contains 46 annotated references, including 15 on the junior college. Quotation from the introductory paragraph: "Publications in this area during the past year have been especially numerous in the junior college field. This activity reflects the dynamic nature of the junior college development."
3069. KELLY, FRED J., "Junior Colleges and Social Reconstruction," *Education Digest* (September 1936), II, 50-52.
- Condensation of article in the *Junior College Journal* (May 1936), VI, 427-33.
3070. LEE, EDWIN A., *San Francisco Public Schools: Report of the Superintendent*, San Francisco, California, June 1936, 166 pages.
- Contains two sections (pp. 4-5, 81-92) outlining in considerable detail activities and plans in connection with the organization and first year of work in the new public junior college at San Francisco.
3071. MARINER, MRS. SYLVIA D., *Who's Who in Speech Activities of Phi Rho Pi*, Oklahoma City, Oklahoma, 1936, 31 pages (mimeographed).
- Preliminary publication of a portion of Works Progress Administration for Oklahoma Speech Survey Project S-44. A survey of 65 junior colleges in 21 states over a period of six years. Purpose of this division is to show the relation of speech training to the education and future business advancement of the student. Contains brief biographies of 131 students from 24 colleges in 11 states who have been winners of contests in Phi Rho Pi speech activities.
3072. MOOR, HELEN S., "Orientation Programs in Public Junior Colleges," Stanford University, 1935, 104 pages, 34 tables, bibliography of 128 titles.
- Unpublished Master's thesis at Stanford University. Based upon replies received from 100 public junior colleges in 26 states having enrollments of more than 100 students. Devoted to a careful analysis for colleges grouped in three size groups of pre-college orientation, freshman week, orientation courses, and individual guidance.
3073. OSANA, PEDRO, "Yuba County Junior College, Its Present Status and a Proposed Reorganization," Stanford University, 1935, 92 pages, 55 tables.
- Unpublished Master's thesis at Stanford University. A consideration of the status of Yuba County Junior College and of a proposed reorganization to include a larger district. Special emphasis on the financial aspects of the proposed reorganization.
3074. PARKES, DOW (Editor), *Vo-Mag*, Pasadena, California, March 1936, 44 pages.
- Vocational magazine published by the guidance department of Pasadena Junior College. Printed by the Pasadena Junior College Press. An unusually attractive and informing publication containing a variety of illustrations and articles with reference to books, libraries, literature, architecture, music, and other fields.
3075. PRESSEY, S. L., "Outstanding Problems of 'Emergency Junior College' Students," *School and Society* (May 30, 1936), XLIII, 743-47.
- Based upon questionnaire returns from 465 students in emergency junior colleges in Ohio.
3076. RATCLIFFE, ELLA B., "Higher Education Trends," *School Life* (October 1936), XXII, 45-46.
- Contains a section on the growth of the junior college. "The rise of the junior college has been an important factor in the increase of college students."
3077. RUF, JOHN, "The 6-4-4 Plan," *North Central Association Quarterly* (July 1936), XI, 3-4.
- Report of a special committee to the North Central Association. Reprinted in the *Junior College Journal* (November 1936), VII, 100-101.
3078. SCHOOL AND SOCIETY, "Emergency Collegiate Centers in New York State," *School and Society* (October 10, 1936), XLIV, 472-73.
- Outline of work which included 3,200 students last year in 21 centers, and discussion of plans for the current year.
3079. SEGEL, DAVID, "Prediction of Success in College," U.S. Office of Education, *Bulletin*, No. 15, Washington, 1934, 98 pages.
- Includes considerable material on prediction of success in junior colleges, particularly in California.